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ABSTRACT

Following a short review of the history and objectives of North Country Community College, a detailed analysis of the college is presented in seven chapters. "Administrative Organization and Governance" describes the Board of Trustees, committees, Student Government, the Faculty Association, the Administration, and supporting services. A system of "consultative governance" is being developed. "The Student" presents a student profile, and describes financial aid, counseling, health services, career and transfer assistance, policies affecting the student, student life, athletics, the Office of the Registrar, and the Alumni Association. "The Faculty" describes faculty recruitment, evaluation, development, employment conditions, and academic freedom. "Teaching" analyzes faculty and student attitudes, academic standards, and graduate success. "The Academic Program" describes the Curriculum Committee, curriculum development and review procedures, the role of the Academic Dean, and ways special student needs are being met. "Extension Services" describes Continuing Education and Community Service Programs, the roles of the Associate Dean and the Extension Center Director, and the two extension centers. Finally, "Institutional Resources" reviews budgets, facilities, libraries, and supporting services. (DC)

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NATIONAL INSTITUTE OF
EDUCATION

North Country Community College

INSTITUTIONAL SELF-STUDY

Prepared for the

Commission on Higher Education
Middle States Association of Colleges
and Secondary Schools

Saranac Lake, New York 12983

1974

JC 750 126

NORTH COUNTRY COMMUNITY COLLEGE
Saranac Lake, New York 12983
George A. Hodson, Jr., President

* *

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INSTITUTIONAL SELF-STUDY

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NORTH COUNTRY COMMUNITY COLLEGE

SARANAC LAKE, NEW YORK 12983

Community college unit of State University of New York, A.A., AS, AAS degrees; Certificate (one-year) programs. Co-educational. Enrollment: 574 F.T., 702 P.T., 1276 total, F.T.E. 737.2. Two Extension Centers are included: Malone: 68 F.T., 184 P.T., Elizabethtown: 3 F.T., 147 P.T.

* *

North Country Community College was organized late in 1966 and opened for its first class in September, 1968. It is jointly sponsored by Essex and Franklin Counties.

The curricula include liberal arts-transfer programs with options in Social Sciences, Humanities, Math, Science and Business Administration. Career programs cover Secretarial Science, Radiologic Technology, Medical Secretarial, Criminal Justice, Retail Business Management, Business Administration. Biological Technology, Community Mental Health Assistant, and Individual Studies. Certificate programs encompass Secretarial Studies, Clerical Studies, Licensed Practical Nursing, and Individual Studies. The Extension Center at Elizabethtown (with branches at Ticonderoga, Willsboro and Schroon Lake) and another at Malone (with branches at St. Regis Falls and Hogansburg) offer courses of general interest, as well as workshops and classes designed for people of the area. A strong developmental program and indidividual preparatory courses are provided to improve basic skills. A continuing education program, on a credit or non-credit basis, year around, day and evening, is available; summer sessions, including workshops and master classes; and the January "Winterim" program consisting of special and regular courses, field trips, both domestic and abroad, and workshops.

Sixty full-time faculty, including administration, counselors, and librarians comprise the professional staff, with a supporting services staff of 24. The regular teaching load is 15 hours (reduced for division chairmen) with an active faculty involvement in advisement and committee work. A strong counseling department is available for vocational, educational, financial, personal or social adjustment problems of the student body. There is an organized faculty association for collective bargaining under the Taylor Law.

Approximately 73 percent of the students come from the sponsoring counties, with about 1.5 percent from New York City, more than 11 percent from other Northern New York counties, and about 16 percent from elsewhere in the State. There are 6 out-of-state students. Approximately 38 percent of the student body is considered economically disadvantaged by Federal guidelines.

The college library now includes 18,915 volumes, and 953 reels of microfilm, as well as subscribing to 318 periodicals. The collection includes record albums, cartridges, and paintings.

Architectural planning is now under way for an enlarged campus, including a new academic building and a physical education building and playing fields. It is expected that construction will begin in the spring of 1974.

All statistics as of fall, 1973.

TABLE OF CONTENTS

Chapter I - History and Objectives of North Country Community College

Background	I-1
Objectives	I-3
Review of Objectives	I-5
Bibliography	

Chapter II - Administrative Organization and College Governance

Background	II-1
Structure of Board of Trustees	II-1
Historical Review of the Board of Trustees	II-2
Present Board	II-2
Administrative Organization	II-3
Review of Administrative Structure	II-4
Committee Organization	II-5
Review of Committee Structure	II-5
Student Government	II-6
Faculty Association	II-6
Supporting Services	II-7
College Governance	II-7
Bibliography	

Chapter III - The Student

Student Profile	III-1
Serving the Student	III-2
Admissions	III-2
Other Policies Affecting the Student	III-4
Financial Aid	III-6
The Office of the Registrar	III-6
Counseling	III-7
Health Services	III-8
Career and Transfer Assistance	III-8
Student Life	III-9
Athletics	III-10
Alumni Association	III-11
Bibliography	

Chapter IV - Faculty

The Community College Teacher	IV-1
Evaluation	IV-2
Faculty Development	IV-3
Employment Conditions	IV-4
Academic Freedom	IV-5
Bibliography	

Table of Contents (cont'd)

Chapter V - Teaching

Faculty Attitudes	V-1
Student Attitudes	V-2
Academic Standards	V-3
Graduate Success	V-5
Bibliography	

Chapter VI - The Academic Program

Academic Dean	VI-2
Curriculum Committee	VI-3
Curriculum Development	VI-4
Divisional Review of Academic Program	VI-5
Special Needs	VI-9
Bibliography	

Chapter VII - Extension Service

Continuing Education	VII-1
Community Service	VII-3
Extension in Time and Place	VII-5
Role of the Associate Dean	VII-6
Role of the Extension Center Director	VII-7
Extension Centers	VII-8
Enrollment	VII-9
Conclusion	VII-9
Bibliography	

Chapter VIII - Institutional Resources

Budget Preparation	VIII-1
Review of Preparation Process	VIII-1
Operating and Capital Budgets	VIII-2
College Facilities	VIII-3
Library	VIII-6
Supporting Services	VIII-9
Bibliography	

PREFACE

> At exactly 5:13 a.m., the 18th of April, 1906, a cow was standing somewhere between the main barn and the milking shed on the old Shafter Ranch in California, minding her own business. Suddenly, the earth shook, the skies trembled, and when it was all over, there was nothing showing of the cow above ground but a bit of her tail sticking up.
>
> For the student of change, the Shafter cow is a sort of symbol of our times. She stood quietly enough, thinking such gentle thoughts as cows are likely to have, while huge forces outside her ken built up all around her - and within a minute - discharged it all at once in a great movement that changed the configuration of the earth, and destroyed a city, and swallowed her up.
>
> Don Fabun
> *The Dynamics of Change*

Because of the time lag inherent in the genesis of institutions, they, more than any other social structure, are susceptible to the same fate as the Shafter cow. North Country Community College, like any other institution, can become so involved in meeting the explicit expectations of the people it serves that it tends not to take enough time to review its own objectives and operations. For this reason the entire college community not only accepts responsibility for this institutional self-study, but also has come to intrinsically value the process.

Preliminary work on this report began in the fall of 1972 when the Steering Committee assigned the questions posed by Middle States to various segments within the college. Each member of the Steering Committee directed the research for a specific aspect of the college and assumed responsibility for a final report on that subject. From the time the initial responses and data filtered into the committee, the self-study process generated an impetus and momentum of its own. While the first set of questions proved catalytic to this process, the Steering Committee soon found that the research project had to be tailored to the particular character of this college. The original goal of a final report gradually became supplanted by a quest for critical questioning and self-discovery. The zealous attitude of the committee was most evident at the stage when all of what were to be final reports were read by the committee. Not one report was found to be complete. As a result of the questions and comments raised in committee, each report was supplemented with additional data and information, a requirement that taxed not only the report writer, each of whom revised his report at least once, but all of us at the college who contributed to its substance.

One outcome of this self-study is the realization that the process is never complete. Self-study must be continual if we, unlike the Schafter cow, are to remain above ground. Tasks forces will be formed in the fall of 1974 to begin the post-evaluation stage of growth.

HISTORY AND OBJECTIVES OF
NORTH COUNTRY COMMUNITY COLLEGE

Background

A history of North Country Community College, however brief, must account for its namesake. We have inherited from the North Country the kind of unique character stamped upon each generation that has lived amidst the multitude of lakes and rivers, mountains and valleys that constitute the last vestige of wilderness in New York State. The harsh, unrelenting winters and the unyielding earth discouraged migration into this area even long after the Western frontiers began rapidly to recede. The few inhabitants who made up the sparse population of the North Country were used to overcoming adversity. They were the pre-Revolutionary settlers who were determined to survive where even the Indian refused to live. They were the woodmen and lumbermen who, like Paul Smith, were sustained by the splendor and wealth of the Adirondacks. They were the John Browns who found fierce individualism in the solitude and strength of the mountains.

This same kind of perseverance was characteristic of a handful of individuals in the Saranac Lake region who were determined to begin a college in an area which, because of its sparse population and limited capital, did not readily attract external support. During the 1950's a committee of local citizens persisted in attempts to establish a college to serve the people of the North Country. Although they came close on several occasions - once in relocating a state college, another time in establishing a new two-year technical college, and a third attempt at founding a private four-year school - not until 1964, when they began the process that culminated in the dedication of North Country Community College, did they see their determination take root. In the Master Plan of that year, the Trustees of the State University of New York acknowledged the absence of a community college or technical program in the Saranac Lake, Tupper Lake and Lake Placid region. The *Regents State-Wide Plan*, published in 1965, called for further study and the Board of Regents allocated some $30,000 for a study of the college educational needs of the Tri-Lakes area.

The consultants who were contracted, Professors Norman C. Harris and John H. Russel, subsequently produced *A Study of the Higher Education Possibilities for the Adirondack Lakes Region*, a document that recognized the unique problems of serving the educational needs of this area. They found that while the people of the area needed and wanted a community college, the Adirondack Lakes region could not meet the state's traditional criteria for a community college because of a low population density which was paralleled by an inadequate financial base. However, based upon their research and recommendations, a community college was created whose objectives grew out of the unique needs of the area. The area needed a regional community college rather than a local one serving primarily commuters. Thus, a community college was established in a central location, Saranac Lake, to serve all of Essex and Franklin Counties. Even more importantly, the thrust of the educational programs reflected the report's careful study of the needs voiced by high school students and their parents, employers, and citizens' groups in the community. What was needed was a comprehensive program, offering both occupational education and college parallel (transfer) education in liberal arts and para-professional fields. Furthermore, since a community college is expected to have curriculum designed for its regional needs, occupational programs in the para-medical fields and business office and business

management fields were emphasized in the college's early development. These were areas of employment in which employers saw a scarcity of qualified persons and anticipated an increased future demand. Finally, the Harris-Russel report found strong community support for the philosophy that all those who have the ability to profit from either academic or occupational education, regardless of financial means, should go to college. This attitude is especially signifcant in light of the keystone of the State University philosophy, "Let Each Become All He Is Capable of Becoming."

Encouraged by the Harris-Russel report, a committee of citizens from both Essex and Franklin Counties asked Dr. Charles G. Hetherington of Colgate University to expand upon the initial research by studying the need for a regional community college serving all of the citizens of the two counties. Whereas a local community college could not meet the state's criteria for enrollment, Dr. Hetherington's data indicated that a college sponsored jointly by the two counties could. With the research of these two studies as well as a cost analysis done by Dr. Hetherington, the citizens' committee approached the Board of Supervisors of Essex County and the Franklin County Board of Legislators with a report that could answer most of the questions they would have. By February of 1966 the governing bodies of the two counties had approved the general principle of establishing the college in Saranac Lake, a village chosen not because of the coincidental fact that its limits extend into both counties but because it is centrally located. In May of the same year the State University Board of Trustees and the Board of Regents reviewed the formal petition from the two counties and authorized the formation of the college.

The period between February of 1967, when the first organizational meeting of the college's Board of Trustees was held, and September of 1968, when the college opened its doors, was a formative time during which decisions were made that would affect the metamorphosis of NCCC. Credit for what began to emerge in 1968 goes to the trustees first appointed to our Board, each of whom served on various organizational committees, and to the man that Board selected as the first President, Dr. George Hodson, who was instrumental in selecting staff, planning academic matters and initiating professional policies and procedures. Assisting this core of people were representatives of the community and local government and professional consultants.

The community responded quickly to one of the initial challenges facing our first Board of Trustees by providing adequate temporary facilities for the college. The fact that three separate facilities were the gifts of three distinct local organizations signified that North Country Community College was on its way toward becoming truly a community college. In acquiring these temporary facilities the Board made use of the site study that was part of the Harris-Russel report and the recommendations of a local citizens' group. Furthermore, these acquisitions allowed the Board the time carefully to consider each potential site for a permanent campus and, as one consultant suggested, time to fit the permanent facility to the college rather than vice-versa.

In 1969 the Malone Extension was established and in 1970 the Elizabethtown Extension opened. By establishing an extension center in the county seat of each of the sponsoring counties we were one of the first colleges to implement the recommendation incorporated in the *State University Master Plan of 1966*, which called for "[t]hose community colleges which are located in large geographic sponsorship areas...to consider multiple campus operations." Being

the largest community college district in the State of New York, North Country Community College developed not only these extension centers but also satellites in order to meet the educational needs of a widely scattered population.

Objectives

The role of a community college in New York State is defined by those whom it serves. As a regional branch of the State University of New York, North Country Community College must reflect the philosophy of its parent institution and the unique purposes assigned to the community college within the State University system. While serving the people of the state at large, a community college must reflect in its role the attitudes and needs of the people in its particular region. Finally, any college must serve its most immediate constituents - the students. Since any statement of philosophy and purpose should be consistent with that of the State University and be a manifestation of all three influences, the perspective of each of these sources should be established as a frame of reference prefatory to a statement of philosophy and objectives.

The role of the community college accorded by the State University distinguishes the community college from any other kind of educational institution. Because of its grass roots origin, a community college offers a comprehensive curriculum oriented to the educational and cultural needs of the students in the region. No matter how small or limited in resources or enrollment, a community college such as North Country is obligated to offer a diversified curriculum in which both the liberal arts and the occupational arts are taught. Being a creation of the community which it serves, a community college tailors its specific programs to regional needs. And so, the community college which is responsive to these needs creates its own character and emerges as the leading force in the educational and cultural development of the community.

A community college is also charged with another unique role by the State University, the egalitarian mission of making educational opportunity available to all under the principle of "the right to try." *The Regents' Policy Regarding Comprehensive Community Colleges* repeatedly emphasizes that "[t]he Community College is New York State's instrument for searching out potential candidates for the fulfillment [of our era's special needs] from among those who might otherwise not realize this role in society." Explicit in this commitment is the challenge "to bring within reach of every home an unabridged collegiate education at a cost prohibitive to no one," and to provide "special opportunities for the optimal intellectual and cultural development of the 'disadvantaged'." Even though the magnitude of these objectives is apparent, paralleling them is a commitment to sustain the quality of education expected of a community college student.

The objectives of the State University of New York integrate well with those described by the community. In fact, our study of community attitudes has given substance to the general aims of the State University's policy on community colleges. For example, the Harris-Russel report found that the community endorses the concept that higher education should be available to anyone who can benefit. Furthermore, the community attitudes studied in that report not only reinforced the need for a community college that offers a comprehensive curriculum but also established what the community specifically wanted in terms of career programs. Our latest community survey, completed in 1974, forcefully showed continuing support for a comprehensive curriculum. In addition, it supported opportunity programs that offered college experiences to all high school graduates as well as to students still in high school and to adults who did not graduate from high

school. One enlightening aspect of our 1974 community survey is that most of those who responded chose "personal enrichment" as the principal reason for attending classes at North Country. In view of this finding, it was not surprising that there was overwhelming support for special interest courses of an avocational nature and strong interest in the social, cultural, and artistic events sponsored by the college. Evident in these responses is an implicit commitment to a community service program which transcends the narrow boundaries of traditional academic offerings.

The expectations of our students afford another point of view important in forming our philosophy and objectives. In the sampling of past and present students queried in our *Institutional Self-Study Survey*, a majority of students indicated that they were seeking a level of education beyond that of the two-year college. Although this datum in itself would at first seem to depreciate the stress on career programs in a comprehensive college such as ours, these same students valued vocational goals more highly than academic ones. With a majority of students planning on more than two years of higher education in order to achieve their vocational goals, perhaps our State University's somewhat dichotomous definition of a "comprehensive" college is too limited. In fact, while students reported that they were satisfied with their academic progress, they were even more satisfied with progress in what might be termed their humanistic education. Apparently they value an educational process in which they gain experience and skill in relating to other people and develop an understanding of their abilities and limitations, interests, and standards of behavior. These are qualities long sought by a liberal arts education, qualities that are not the direct aim of either a vocational or transfer program, and qualities that imbue breadth to the State University's dualistic concept of comprehensive education.

Before we could create courses and programs, we had to develop a broad statement of philosophy and purpose which incorporated the views and aspirations of the state and the community. Only with these general goals could an academic program evolve. Thus, in 1967 the Board of Trustees adopted the following:

PHILOSOPHY AND PURPOSE

> North Country Community College has a vital commitment to quality, opportunity, diversity, social responsibility, and career direction, specified by statute and by the community, and affirmed by the trustees, the administration and the faculty.
>
> The motto of the State University of New York, "Let Each Become All He Is Capable of Being" characterizes the philosophy and purpose of North Country Community College, which belongs to the citizens of Essex and Franklin Counties, who help to support it and who are served by it. The College exists to provide two-year programs of higher education for as many of the residents of these counties as possible, within their capabilities. In addition, it seeks to serve residents of other parts of the State of New York and elsewhere in the nation and world, whenever possible.
>
> QUALITY OF EDUCATION, marked by excellence of instruction and appropriate standards of student achievement in all curricula, is the foremost commitment of the College. The selection of faculty,

facilities, and a high expectancy for student performance reflect the standards of a community which honors excellence in all of education.

OPPORTUNITY in higher education for the many recognizes that the democratic ideal cannot flourish when education beyond the secondary school is limited to a financial, social, or intellectual elite. To this end, the College fosters the open door admissions policy designed to extend educational opportunity to all students. Once admitted to College, the student is offered the maximum opportunity to develop his highest potential in a program suiting his interests and capabilities. His success in such a program will be determined solely by achievement.

DIVERSITY of educational program represents a further commitment of the College. North Country Community College offers two-year university-parallel curricula in the liberal arts and sciences and in business administration; one and two-year career curricula in business-related, engineering-related, and health-related fields (concentrating in the latter) to prepare graduates for immediate employment in the two-county area as well as elsewhere in the state and nation; credit and non-credit courses and programs for adults and others, day and evening, year-round, for purposes of continuing and general education.

SOCIAL RESPONSIBILITY is inherent in any program of higher education if the citizen is to expose that education to the test of practice in the community. To this end, the College requires that all associate degree candidates participate in a substantial program of general education in the humanities, social sciences, natural sciences and mathematics and physical education. Sports, social events, concerts and dramatic events, guest performers, and lecturers, clubs, student government, and other organizations provide balance in the entire educational program.

CAREER DIRECTION, the counseling and guidance function of the College, is available through a wide range of services from pre-admission counseling, student orientation and course planning, through testing and guidance for the clarification or educational and career goals, and eventually through placement.

Review of Objectives

This statement has served the college well during its infancy. However, the objectives of North Country Community College must be scrutinized periodically if they are to remain valid in an age marked by perpetual change in social and cultural, as well as technological and economic patterns. To perform its role, this community college must anticipate the expectations that will be made on the individual who is emerging in this era and to prepare him to cope practically and philosophically with these expectations. At the same time, the validity of our objectives can be undermined if we do not recognize their implicit scope or the factors which can limit our capacity to honor them. As a unit of the State

University we are expected to submit a master plan every four years. But this review of our progress toward and reformation of our long range goals is likely to be treated as institutional press. The Self-Study process, on the other hand, has begun the process of intensive introspection. While the reports of the President and the Board of Trustees directly examine our basic objectives, every individual at this college has contributed to a forthright study of our raison d'etre.

This continuing study of our institutional development forces us to recognize the realities that must be confronted in order to see the fruition of our objectives. The magnitude of a community college's eclectic role is, in itself, a limiting factor. But when North Country Community College assumes this commitment, it must do so in the largest community college district in New York State with one of the lowest populations widely dispersed throughout it. Endemic to this geographical situation is the fact that most of the residents of Franklin and Essex counties come from families in which the per capita income is less than $3,000, where serious unemployment is perennial and wherein a great number have not completed elementary or secondary education. These demographic features have challenged us in fulfilling our objectives.

Quality of education, which is dependent upon personnel and facilities, is difficult to sustain when finances and enrollment are limited. In the past three years we have operated on a deficit because we overestimated both income and enrollment. In adjusting to the situation, our personnel has had to assume new and larger roles of responsibility. At the same time we have to guard against over-burdening our faculty and against diminishing enrollment resulting in diminished expectations for student performance or in diminished number of offerings. While facilities are not as important as human resources to the quality of our education, the temporary facilities we have used since 1968 are inadequate. To overcome this adversity, we have taken measures to stabilize our financial situation. In addition, we have always been able to compete in terms of salary and benefits with other colleges in order to recruit and retain quality personnel. Finally, despite a low tax base, our sponsoring counties have approved plans for a $6.5 million dollar campus, which should be completed three years from the date that funds are allocated.

Opportunity is another objective affected by our demography. We must be accessible to all levels of people scattered throughout the North Country, whatever their age or their educational, cultural or social background. Unfortunately, we have yet to reach all segments of the local population, especially those individuals who are deprived the most. Through better public relations and information, improvement in facilities and a new emphasis in our special continuing education and community services programs, we can better serve the needs of this group. Nonetheless, by expanding our extension services we have made remarkable progress in making the opportunities we offer accessible. Besides our two extension centers, satellites reach out to places like St. Regis Falls, Hogansburg, and Tupper Lake in Franklin County, and Ticonderoga, Port Henry, Schroon Lake, Crown Point, and Willsboro in Essex County. Despite its high cost, we have also extended our Full Opportunity Program beyond the initial phase of an Open Door admission policy. Our developmental education program gives the educationally disadvantaged student a real opportunity to develop his highest potential. We view this program as a vital student service which can furnish him with the skills he needs and with the instructors who are dedicated to his survival.

Diversity in educational programs and co-curricular activities has limits. While we have attempted to provide a comprehensive curriculum, we have not yet provided a full spectrum of available curricula, especially in the technical areas. By offering one and two-year career curricula that prepare graduates for immediate employment in the fields of business, health and law enforcement, we have been responsive to the community dictates and to our legislators who wanted to give as many persons as possible the skills needed to secure employment in this low income area. In order to meet the various needs of all levels of people, we have sponsored short courses, clinics, workshops and evening courses that represent both avocational and academic interests. Our proposed new facilities and our continuing concern for the needs of all people should encourage even more diversity in the future.

Social responsibility is inherent in any program of higher education if the citizen is to expose that education to the test of practice in the community. While it is difficult to measure the degree to which we meet this commitment, the opinions of our students, our alumni and our community give us a means of assessing our progress and practical suggestions for change.

Career direction is one objective that is being reviewed in terms of our existing vehicles for carrying through out commitment. We feel that while our concern for career direction is evident in every phase of a student's contact with the college, we need to improve upon our placement services and follow through with studies on our success at placement.

Concern for contemporary social issues should and does affect our objectives. The burgeoning emphasis of this decade on social problems has created a need for new forms of human resources and institutional vehicles for solving these problems. Perhaps because we are intimately a part of the Adirondack Park, we have always reflected a concern for a fragile and threatened ecosystem. But now we are considering how the curriculum and co-curricular activities we presently have to promote the conservation of our environment can be enriched. Also, our concern for other kinds of social problems is reflected in the introduction of additional courses and the consideration of new programs in human services. Our cooperative efforts with public and private institutions which maintain a variety of human services supplement our programs and stimulate new possibilities.

Considering the age of our institution, the geographical factors, our finances and our obligation to two county legislatures, we think that we are implementing our objectives satisfactorily. Further study of our objectives, overcoming the problems that stand in our way, and the completion of our new facilities should help us to continue in our attempt to meet our stated objectives.

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ADMINISTRATIVE ORGANIZATION AND COLLEGE GOVERNANCE

Background

The operation of North Country Community College is authorized under Article 126 of the Education Law of New York State. As a unit of the State University of New York, the college is subject to the general standards and regulations established by the State University Board of Trustees to guide and govern the college's operation. The State University Board of Trustees is specifically responsible for approving all curricula leading to a degree and capital and operating budgets. As the joint sponsors of the college, the governing bodies of both Essex and Franklin Counties are responsible for accepting title to college property, approving the total budget, providing local financing and selecting the prescribed procedure for the audit of college funds and for the payment of bills and accounts. The primary responsibility for the appointment of the president, adoption of the curricula, preparation of budget and the operation of the college is entrusted to the college trustees.

Structure of Board of Trustees

In effect, the corporate powers of the college are vested in the Board of Trustees, whose composition is a matter of state law and State University regulation. Each community college in New York State has nine trustees, each serving a term of nine years, staggered in such a way that every year the term of one trustee is ended. Four of the nine are appointed by the Governor and the remaining five are named by the sponsor. In the case of North Country Community College, which has two sponsoring counties almost equal in size, population and tax base, each county board of supervisors or legislators selects two board members and alternates jurisdiction over appointment of the fifth member as the term expires. There is no limit on the number of terms an individual can serve nor stipulations that restrict membership in terms of ethnic background. However, members must be residents of their respective counties.

The By-Laws of the Board of Trustees prescribe that the officers of the college shall be the Chairman and Vice Chairman of the Board of Trustees, the President of the College and such other officers of the College, including a treasurer and secretary, as the Board from time to time may appoint. The By-Laws further specify five standing committees, namely Financial Affairs, Building and Grounds, Academic Development, Personnel, and Liaison. Members of these committees are appointed by the Chairman of the Board who also determines the number of members and who appoints special committees as required. The Chairman is an ex-officio member of all standing and special committees.

The By-Laws also specify the conditions for and responsibilities of each of the officers of the college. The most important of these conditions and responsibilities are mentioned here as follows: The Chairman and Vice-Chairman are elected annually by a majority vote of the Board. The Chairman, who is limited to two successive one-year terms, presides at all meetings of the Board and performs such other duties and functions as may be required. Appointed by the Board, the President is the chief administrative officer of the college and is, in all matters, responsible to the Board. The Treasurer, as chief fiscal officer, has custody of funds of the college and the Secretary has custody of all minute books.

The annual organizational meeting of the Board of Trustees is held in July and other meetings are held regularly each month. The By-Laws provide for special meetings on the condition that actual and timely notice is given in advance to all members stating the matters to be considered, and that no other matter can be considered without the consent of all members present.

The By-Laws governing these meetings stipulate that all matters properly arising before a meeting at which a quorum (a simple majority of five Trustees) is present can be decided by a vote of a majority of the members present, unless a greater vote is required. The By-Laws further provide for the procedures to be followed at each meeting including the agenda and the order of business.

Historical Review of the Board of Trustees

As part of the Self-Study process, the Board of Trustees has analyzed its past and present history with a view toward the issues that confront its operational efficiency. For example, even though they cannot control the conditions of appointment, the Trustees are critical of that process because the nine year term is thought to be too long and renewals too automatic. However, those originally appointed to terms ranging from one to nine years did represent a good cross-section of the local population. Furthermore, since the Board's first meeting in 1967, neither the age-old rivalry between opposing factions of the two counties nor partisan politics has been a factor in Board deliberations. The actions of our first nine Board members were especially important since the Trustees were making decisions concerning the founding of the college. Thus, in choosing a college president, they were determined to make a responsible choice. Ultimately they selected one who met their distinctive criteria from among the more than twenty candidates who were personally interviewed. At that time, too, they were faced with starting a college in an area noted for its conservative lifestyle during the most turbulent years of student unrest this nation has seen. In retrospect, the support given by this Board to the President for his apt handling of college-community relations was instrumental to our eventual acceptance by the community. Despite the diligence and diplomacy of that Board, we did fail in obtaining the support of one of the counties for the college's building program. After the volatile issue of site selection for a permanent campus was resolved, plans for a building program were rejected. Even though morale in the college community was low following the county's rejection, the subsequent approval for a modified building program is a credit to that county and to the Board of Trustees who persevered through those early years marked by tumult and setbacks.

Present Board

Six of the original board members serve on our present Board. As in years past, this Board is fairly representative of the background of our constituents throughout the two counties. The five Franklin County Trustees include an insurance man (now Chairman), a dairy farmer, two lawyers (one of whom is a woman), and a former newspaper publisher and editor (whose credentials as a former teacher and a United States Ambassador made him an excellent choice for our first Board Chairman). The four Essex County Trustees include a lawyer, a banker, a CPA and businessman, and an orchardist. Our Board is also representative of the population distribution throughout the 3,514 square miles the college serves. Obviously, then, many of the Trustees live a substantial distance from the college. Except for two members who live in the immediate vicinity of Saranac Lake, the closest member is from Tupper Lake, 22 miles away. The present Chairman is from Malone, about 50 miles away, and the Vice-Chairman

lives near Ticonderoga, about 75 miles away. The distance factor impedes the informal participation of the Trustees in many activities they would otherwise like to take part in. However, their attendance at Board meetings and their effort to overcome the detriments of distance and time testify to the great interest the Trustees take toward the college. While the number of Trustees at each Board meeting may vary, we have an average attendance of over 80%, a figure that would seem to speak well for any board of trustees. The Trustees make full use of the day of the meeting. Through the cooperative planning of the President, non-Board activities are scheduled to coincide with their meeting days, members of the faculty are invited to share lunch with the Trustees, and, except for executive sessions, Board meetings are opened to representatives of the faculty and the student body. While rapport is good on the individual level, the Board recognizes the need to increase rapport between various constituent groups and the Board of Trustees.

The responsibilities of our Board of Trustees are fixed by college policy and state law. These are the somewhat typical and constant duties that are specified in our *College Policy Book*. The Board's own view of its role is as important as the role superimposed upon it. In general, the present Trustees perceive their responsibilities as providing, insofar as possible, a kind of sounding board which can reflect the ideas and hopes, as well as the criticisms, of the various elements that go to make up the college family: the community, the State University, the legislative bodies of the two sponsoring counties, the faculty, the students, and the administrative officers of the college. With this point of view, our Trustees have expressed a need to guide the construction of the new campus so that it will be an asset to the community and serve the purposes of the college to conduct the affairs of the college so that it will be the kind of educational institution which the people of the area and the State University want and deserve, to improve our relationships with the governing bodies of the two counties we serve, and to discover better methods of knowing the faculty and their teaching capabilities.

Administrative Organization

The By-Laws governing the Board of Trustees as well as a delineation of the duties and responsibilities of each administrative officer appear in our *College Policy Book*. It also describes the various committees and organizations that can affect the policies of the college. No attempt will be made here to duplicate all of the information contained therein. However, in order to review the salient principles of administrative organization and college governance, the organizational chart from the *College Policy Book* appears at the end of this chapter as a point of reference.

The sole liaison between the college and the Board of Trustees, the sponsor, and the State University Board of Trustees, is the President, who is the Chief Administrative Officer of the College. Since he is responsible to the Board in all phases of the institution, he is the only employee of the college with no possibility whatsoever for permanent tenure. This is so for the obvious reason that if and when the President loses the confidence of his faculty or of the Trustees, he must be replaced.

The President's Cabinet (consisting of the Dean of the College, Dean of Students, Librarian, Business Manager, Assistant to the President, and a Faculty Association representative) acts as a consultative body to the President in all matters pertain-

ing to the administration of North Country Community College. The Dean of the College serves as Vice-President and is basically responsible, under the direction of the President, for recommending for employment, supervising and orientation of all teaching faculty. In addition, he is responsible for curriculum development and the entire instructional program. Charged with the primary responsibility for administering all aspects of the academic area, the Dean's office is the principal medium through which the college attempts to realize its institutional objectives. However, in his Self-Study report, the Dear states that his office needs a more authoritative role in order to discharge its responsibilities effectively and to fully represent the best interests of the academic area. Under his jurisdiction are forty-five faculty, each of whom is a member of one of the eight academic divisions. A chairman for each division is appointed by the Dean to serve in an advisory capacity to the Dean. Each chairman acts as a liaison between the Dean and faculty in resolving the staff, budgetary, and curricular concerns of his division. As in the case of the Dean's Self-Study, the division chairmen are critical of the lack of vested authority and operational efficiency. Their extensive Self-Study reports have provided the basis for proposed changes in the division chairmanship system. One such change already effected is the abolition of Developmental Education's divisional status, placing the program instead under the jurisdiction of Student Services.

In charge of Student Services is the Dean of Students, who is responsible for the coordinating of student-related activities that include admissions, transfer, financial aid, student life, health services, testing and counseling. For a review of these activities and others, refer to the chapter on The Student. The Librarian is responsible for the college library including audio-visual education, for its collection, its maintenance and its use by students. A review of these functions appears in the chapter on Institutional Resources.

The Business Manager is responsible for supervising all financial matters of the college including the development and control of budgets, administration of financial records, purchase orders and all payroll and bill payments. In addition, he is responsible for the hiring and supervision of all supporting services staff. A review of financial resources and related matters is also included in the Institutional Resources chapter.

Review of Administrative Structure

These four administrative posts constitute the first level of line authority in our organizational structure. In terms of managerial principles, the line authority that begins at this level seems efficient: each area has a specialized task and is arranged in a determined hierarchy of authority which at any point has a limited span of control. However, the extent of delegated authority to make decisions is not clearly established for anyone charged with administrative functions. We stand in jeopardy of violating the dignity of the individual when we put upon him responsibilities for which he has neither the authority nor the means to execute. For this reason, we need to expand upon written policy in order to specify the conditions of authority to make decisions for each administrator delegated an authoratative role. Even though authority is delegated as far down the line as possible, the responsibility of higher authority for the acts of its subordinates is absolute. Higher authority cannot dissociate itself from the ineffectuality that might result from its subordination.

Committee Organization

Although not included in the organizational chart, various standing committees and *ad hoc* committees as well as representative delegations of constituent organizations exist that influence college policy. Since *ad hoc* committees are formed to deal with temporal issues, they will not be reviewed here. The standing committees include the Curriculum Committee which makes recommendations on matters of policy pertaining to the curricula of the college. In doing so, it reviews the philosophy of the Academic Program. In addition, one sub-committee reviews existing courses and programs and another proposals for new courses and programs. Because of the scope and import of its function, this is the largest committee, consisting of one representative from each instructional division, one representative from student services, one library representative, two student representatives, one representative from Supporting Services, and one representative from the Office of the Dean of the College. The Academic Standing Committee consists of four faculty representatives, one representative from Student Services, one from the administration, three representatives from the student body, and one representative from Supporting Services. This committee recommends policy in the area of academic standards, probation, separation, honors, and graduation for all programs and courses offered in all divisions of the college. A third standing committee, the Promotion, Tenure and Leave Committee, whose function is implicitly apparent, is composed of four faculty representatives, two Supporting Services representatives, one student representative and one representative from the administration. The fourth standing committee is the Professional Practices Committee which serves as a channel to improve and maintain the spirit of academic freedom and integrity within the college community. Those charged with this responsibility include four faculty representatives, two student representatives and one representative each from the administration and from the Supporting Services Staff.

Review of Committee Structure

As is apparent in the composition of each committee, we have attempted to give proportionate representation to each contingent of the college. This was not always the case. The attitude surveys and reports generated by the self-study process were instrumental in making constructive changes. Both the supporting services staff and the student body were not always represented on these committees. Before our Self-Study, there were too many committees, not enough written communication from committees and too much time spent on what committee members thought was abortive work. As a result of criticism, we have made recommendations for improving the efficiency of not only committees but all groups functioning in an official capacity. First, a committee should have a clearly stated purpose which defines the function and scope of its work, which inclusively lists its responsibilities, which specifies its degree of authority, and which defines its organizational relationship. Secondly, we have found that since it is unsound to use committee time to gather facts and background information, there should be more adequate preparation for the committee meeting. Also, we have more clearly defined the function of a committee chairman. He should assure responsibility for seeing that some sequence of logical thinking is followed to carry the discussion in an orderly fashion to a logical conclusion. A procedure as simple as reviewing the pertinent facts, analyzing the problem in terms of what caused it, suggesting and analyzing solutions, and making a group decision can keep any committee on a course that makes efficient utilization of its time. The chairman of any committee also must see to it that whatever follow-up is necessary is adequately done. One last principle can serve as a check against much of the criticism that we gleaned from our Self-Study: The work of the committee

should be constantly evaluated by those who delegate its authority. This should quell criticism to the effect that unsupervised group work is purposely allowed to flounder in order to convey token recognition of participation in governance. Certainly it is encumbent upon anyone delegating authority to exercise control over actions taken under the authority so delegated. In other words, the person who delegates authority is the person accountable for checking on the progress and results.

Student Government

One of the three constituent organizations not represented on the organizational chart is the Student Government Association which encompasses the Executive Council, Justices, and Student Senate. While the SGA Self-Study Report will provide detailed information on its organization and function, we should include here the fact that representatives are elected by the student body and that its activities are funded by the North Country Community College Association (which receives its monies from student activity fees). The SGA report also demonstrates a critical awareness of its problems. For example, student apathy, aggravated by the extreme transiency of such an organization at a two-year college, has forced the Senate to reduce its quorum to members in attendance. Because of mass turnover in the student body, clubs must be reorganized each year. Compounding the problem is the fact that students do not live on campus; thus, student interest in the political function of the SGA is minimal. To give this group some continuity and support, professional advisors assist the SGA in planning, organizing and conducting its various activities. To remove some of the barriers that might create apathy, we have amended our college governance policies to include student representatives in all committees and influential groups.

Faculty Association

The Faculty Association of North Country Community College (FANCCC) provides a forum for another group of constituents, the professional staff, to express their ideas and have a voice in the continuing development of the college. In the past, FANCCC acted as a recommending body for faculty and administrators on matters concerning the formation of educational policies and programs at North Country Community College. Its major concerns also included the maintenance of academic freedom and intellectual integrity, the general welfare of the professional staff and the cultural and social life of its members and of the college community as a whole. For a review of its action on these concerns as well as the accomplishments of FANCCC, one can refer to the Faculty Association Report. Toward the second year of its operation, the administrators formed their own organization under the title of AANCCC (Administrators Association of North Country Community College). AANCCC was formed as a result of differences in salary negotiations and of increasing criticism on the part of some of the teaching faculty about some of the administrators. Administrators can still retain membership in both organizations and are still represented by FANCCC in contract negotiations.

The self-study report revealed that because of membership costs and ideological differences, this association might not be the most effective organ for voicing the concerns of the entire professional staff. In addition, although FANCCC was dedicated to the formation of altruistic policies that transcended the welfare of the individual, its members felt that in light of the ultimate power of the President of the College and the Board of Trustees to initiate, change, or curtail educational policy or program, the views of the professional staff were being given no real consideration in these matters.

Supporting Services

The supporting services staff, consisting of all office personnel and custodians, had even fewer channels for effecting policy. Their affiliation with the CSEA limited them to rights granted under civil service law. While their self-study provided valuable information in regard to their duties and responsibilities, it also indirectly led to the realization that this group was excluded from the governance process at NCCC.

College Governance

Our study of the status of college governance, which encompassed our administrative organization, our committee structure and our various groups of constituents, gave impetus to a major change in the governing structure. In an attempt to correct the situation that our criticism described, a college-wide forum was proposed by an *ad hoc* committee which met in the summer of 1973. In the fall of the year, the Forum was instituted to meet three objectives: (1) to facilitate effective communication among all members of the college community, (2) to involve the entire college community in the decision-making process, and (3) to discuss, vote on, and advise the President of the college and the Board of Trustees on all matters of concern to the college as a whole.

It is still too early to judge the effect the Forum concept will have on the problems of governance we have identified in the self-study. We do know that the Forum is still in its embryonic stage: it has not adopted a constitution; few resolutions of importance have resulted from the Forum; issues of major concern have not been handled by the Forum; and, although the two hours of meeting time each month do not seem to be enough time to air our concerns, some meetings have been cancelled. Thus, at this point, the President's statement on governance which follows is a worthy goal that has yet to be tried.

> The governance policy at North Country Community College includes, basically, control by the President and the Board of Trustees on all policy matters and control by the President on all regulations and rules matters - both after due and proper consultation with the faculty and staff through existing and regular channels.
>
> These channels include a committee structure of the college-wide Forum, which is a body made up of all faculty, all administrators, all Trustees, and strong representation from supporting services staff and students. The President and a person elected by the Forum serve as co-chairmen of the Forum, alternating in presiding at semi-monthly meetings at which attendance is voluntary.
>
> Recommendations on matters of policy, rules, and regulations may be initiated by Forum committees or at the Forum itself. With the President present to hear the reports and ensuing discussions, he is in a good position to know the thinking of all the constituents and therefore in a better position to make his final decision and/or his recommendation to the Board of Trustees.
>
> In addition to the above, constituent organizations such as the Faculty Association of North Country Community College,

the Administrators Association of North Country Community College, the Student Government Association, and the Civil Service Employees Association have their own structures to provide the means of developing their own governance, collective bargaining proposals, and recommendations to the Forum.

The President and the Board of Trustees give strong consideration to the recommendations coming from the Forum before making final determinations. It is the belief of the President and the Board that final control on all matters affecting the college at large must, in the final analysis, be in their hands but they also strongly believe that the consultative process is important, necessary and desirable.

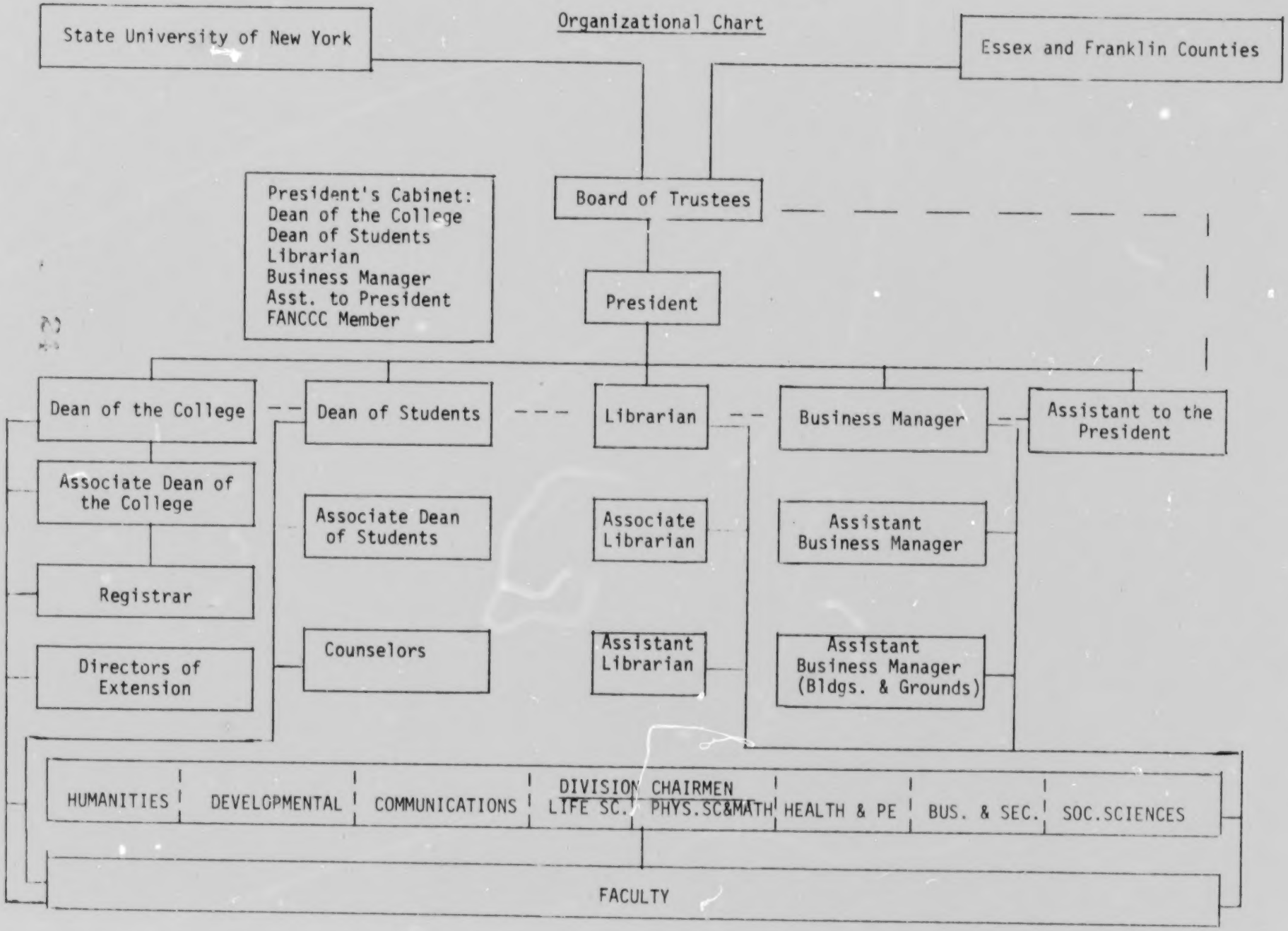
If the President or any other Forum constituents does not agree with a recommendation coming from the Forum, he is free to so report to the Board of Trustees. The agenda of each Board meeting, for instance, always includes under "Reports" an opportunity for a representative(s) of faculty and students to be heard.

In the final analysis, then, decisions on policy for the college and for rules and regulations affecting all personnel, college-wide, is termed and practiced as "Consultative Governance."

If the members of the Forum begin to sense that no one in authority really wants to know and make use of their ideas and opinions, they will begin to feel manipulated. Our numerous attitude surveys indicate that just such a feeling has led to low morale and a general sense of frustration in the past. Used sincerely, though, this philosophy of consultative governance offers much to a college president and board of trustees who are desirous of creating conditions which will encourage active collaboration toward the achievement of the college's objectives. It allows all factions to discover the realities facing our President and the Board. It brings dignity and meaning to those who are allowed to participate in the decision-making process. Finally, this philosophy offers, *par excellence*, a way to encourage the development of genuine personal responsibility among all constituents of the Forum. The actualization of this philosophy will be determined once policies and decisions are introduced, developed and daily administered through the consultative process. Whatever form of governance the college adopts, the administrator is the activating organ; he does his work by getting other people to do theirs.

NORTH COUNTRY COMMUNITY COLLEGE

Organizational Chart



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THE STUDENT

Student Profile

The students served by NCCC have always been, for the most part, residents of the North Country. Since the fall of 1968 when the college first opened, nearly 50% of the full-time students and as many as 97% of the part-time students have come from the sponsoring counties, Essex and Franklin. The fact that North Country is very much a *community* college can be seen in the enrollment figures of the fall of 1973: Fully 73% of the 1,276 students came from Essex and Franklin with an additional 11% from Northern New York and the majority of the remaining 16% from lower New York State.

The typical freshman at NCCC is an eighteen-year-old who has just graduated from a medium-sized high school. He comes from a small town in or near the Adirondacks, a sparsely populated area where the per capita income is low (Essex County: $2,625, Franklin County: $2,262) and unemployment is high (ranging to a seasonal high approaching 18%). This typical freshman, who estimates his own family income at less than $12,000 per year, expects to apply for financial aid all through college. For him, NCCC was his first choice for a college, mostly because of its location and the study program it offers.

Academically, the freshman earned a low C average in high school and ranked in the lower half of his class. Scores on tests given to college freshmen here as well as throughout the country indicate that his ability to do college work is slightly less than that of freshmen at other campuses. As a reflection on this kind of preparedness, a significant number of his class feel that special assistance is needed, especially in improving reading, writing, math and study skills.

Table I of this chapter compares the American College Testing scores of entering students at NCCC with those entering other two year colleges in the State University of New York over a three-year period. National norms for each category are given in the column to the left.

TABLE I. ACT STANDARD SCORES - COMPARISON OF ENTERING STUDENTS - NCCC AND SUNY TWO-YEAR SCHOOLS.

National Norms	N C C C			SUNY Two-Year Schools		
	1971-72	1973-74	% Change	1971-72	1973-74	% Change
English 18.7	13.2	16.6	+ 25.8	16.5	16.0	- 3.0
Math 20.2	14.6	17.0	+ 16.4	19.2	18.8	- 2.1
Social Studies 19.9	14.4	16.8	+ 16.5	18.4	17.8	- 3.3
Natural Sciences 21.0	16.6	19.7	+ 18.7	19.5	19.6	+ 0.5
Composite 20.1	14.8	17.6	+ 19.5	18.5	18.2	- 1.6

Whereas the trend for other two-year schools was toward lower scores, the standard scores of entering students at NCCC tended to be higher over the same two-year period.

Table II gives a three-year comparison of the percentage of NCCC students scoring in the upper fiftieth percentile of the ACT test.

TABLE II. COMPARISON OF ENTERING NCCC STUDENTS IN UPPER FIFTIETH PERCENTILE OF ACT TEST.

National Norms	Percent of Students in Top 50tile			Percent Increase From 1971-72 to 1973-74
	1971-72	1972-73	1973-74	
English 18.7	15	33	41	+ 173.3
Math 20.2	15	30	29	+ 93.3
Social Studies 19.9	32	41	40	+ 25.0
Natural Sciences 21.0	20	36	43	+ 115.0
Composite 20.1	10	29	33	+ 230.0

Again, the percentage of students increased over the three years. The conclusion is that while students entering NCCC perform below the level of the national norm, the caliber of student, as measured by one standardized test, tends to be improving.

The student's attitudes also tend to be average but he has a significantly lower than average view of his cultural sophistication and higher than average sense of social conscience. While attending NCCC, the student feels he is making some progress toward his primary goals of acquiring a vocational or academic education and is even more pleased with his social and personal development.

Serving the Student

The academic program by itself cannot meet all of the needs of our students. Thus, many complementary services are designed to foster a student's academic success, supplement his academic development with experiences that promote personal growth, and provide information vital to the student, the college and the community. The objectives and philosophy of each of our student services are developed to coincide with the college's overall philosophy and purpose.

Admissions

The policies and procedures of the Admissions Office, for example, are intended to give every applicant the opportunity tc attend college and to fulfill his academic potential. The usual avenues for providing and discussing opportunities at NCCC are approached through college nights, hosting an annual guidance counselor's luncheon and workshop, visits to high schools, brochure mailings and admission newsletters,

faculty visits and our newly instituted high school lecture series.

The admission process (which is delineated in the Student Services Report) is intended to be as simple as possible and yet provide both the student and college with the necessary basic information. In the process, the Admissions Office evaluates the information from high school records and ACT as well as other available standardized test scores. The Director of Admissions can then accept an applicant into a specific program. Any special courses or requirements that are necessary are listed on the letter of acceptance under "Special Conditions for Acceptance" to the specific program. Upon receipt of a deposit, a place is reserved for the student and he is invited to the campus for a pre-registration appointment with his academic advisor. At this time, besides meeting with his advisor to discuss his academic objectives and to pre-register for specific courses, he and his parents can also meet with Student Services personnel and NCCC students for orientation to the college and for assistance in arranging off-campus housing. Opportunity is further enhanced by our "Open Door" Admissions Policy, a commitment in keeping with the philosophy of both our institution and the State University of New York. In accordance with the stated purposes of the State University, priority is given to the residents of Franklin and Essex Counties in the admission process, those local residents on whom the community college concentrates its primary effort. In two specific programs we have had to be selective and refuse students. In the one case (Radiologic Technology), such refusal has been based strictly on a New York State Department of Education regulation that prescribes program enrollment, and in the other instance (Licensed Practical Nursing), space limitations curtail enrollment. While all applicants are accepted into some program offered by the college, the applicants are informed of any special qualifications or conditions through a clear statement in our college catalog.

We also have special opportunity programs which foster the recommendations of our State University *Master Plan*. Applicants who do not meet the criteria of having earned a high school diploma or G.E.D. are accepted in the special student program, which allows them to work toward a G.E.D. while earning college credit. The early admission program reaffirms the State University commitment to provide collegiate studies for capable students still enrolled in high school. Finally, the Special Assistance to Veterans Program provides veterans with information and guidance regarding higher education opportunities, financial assistance and career possibilities. This assistance is given to any veteran, including those who have no intention to attend NCCC.

Transfer students with satisfactory academic records are accepted readily. Those with poor academic records or who have been dismissed from their former college for any other reason are interviewed first in order to ascertain whether the problems causing a poor record still exist. Once this is determined to the satisfaction of the interviewer, the Student Services Office can act accordingly.

Part-time applicants who choose to matriculate follow the same procedures as full-time students. However, for those "drop-in" students who are taking an occasional course for personal enrichment or as a sampling of college life, we tend to make the admission procedure as casual and uncomplicated as possible. The admission form is a simple one-page application; the admission procedure is often completed on the day when this student "drops in" and pre-requisites, as well as enrollment limitations, are usually waived. This simplified admission procedure provides full opportunity to those adults who seek continued study, re-training or cultural enrichment on a part-time basis. Thus, we can best meet the

objectives of our college and the State University by serving a broader stratum of the community.

Other Policies Affecting the Student

Other policies relating to the rights and responsibilities of students, like the admission policy, are clearly stated in both the *College Policy Book* and the *Student Handbook and Guidelines*. In terms of student conduct, there are provisions for suspension and dismissal; however, the college stresses individual responsibility for one's own actions. If an individual is to be charged with failure to abide by or comply with the college's rules and regulations for personal conduct, a detailed statement must be submitted to the Dean of Students. Next, a complete and itemized statement of charges being brought against a student is relayed to him via a registered letter which states the time, date and place for a meeting with a professional staff member of the Office of the Dean of Students. At this meeting an effort is made to resolve the charges by mutual agreement. While most cases are resolved at this level, in these one or two cases each year when agreement isn't reached, the student is given the opportunity to appear before the College Review Board, composed of faculty and the justices of the Student Government Association. There the student can appear with an advisor of his choosing and can summon appropriate witnesses to support his position. After this hearing, the College Review Board forwards to the Dean of Students its recommendation of action to be taken. Before the Dean takes final action, the student can appeal the Board's decision to the Dean. In the case of dismissal being recommended, the student can appeal the decision to the President of the College. Throughout this process, the student is advised of his rights and of the procedures provided by this policy. The system for disciplinary action and policies governing student conduct seem to be satisfactory. In the *ISS* survey, 50% of all students and over 60% of the alumni thought that the regulations relating to student conduct are constructive.

The Academic Review Policy was instituted in 1973 to deal with those students who cannot meet our academic standards. Under this policy the student is automatically sent an Academic Warning if he fails to either achieve a minimal cumulative grade point average of 1.51 or earn at least 6 credit hours during a semester for which he registered as a full-time student. If the student does not improve in the next regular semester, a recommendation is made by the sub-committee of the Academic Standing and Admissions Committee to the Dean of the College. Depending upon the circumstances, the Dean can reduce the student to non-matriculated or part-time status or can dismiss him for one semester. In the interest of fairness, the sub-committee is represented by the major sectors of the college, including students, and the student may petition against any action at any stage. This *Academic Review Policy* was intended to operate automatically so that its administration wouldn't be unwieldy and so each individual case can be reviewed promptly. Such a policy not only provides a degree of incentive but also gives those students who cannot or will not perform academically the means to re-examine themselves and their goals. By isolating the potential failure, the policy gives counselors the opportunity to find and help the student with academic difficulties before he confronts the termination of his college education. The *ISS* survey shows that over 50% of all students polled and nearly 70% of alumni queried thought that regulations governing academic probation and dismissal are sensible.

In that same survey, approximately 30% of all students felt that the college's assistance in locating suitable housing was extremely valuable. While this percentage

is above that of the national norm, the low response does point out a problem faced by the student who leaves home to go to this college. Since 8 out of 10 of North Country's students do live away from their permanent homes while attending college, adequate student housing is important from the standpoint of attracting students, but more importantly, adequate housing makes it easier for students to pursue the educational opportunities offered by NCCC. The student who lives away from home is forced to immediately assume social, financial, community and, sometimes, moral responsibilities while also assuming the academic responsibilities expected of all college students. The problems of housing for so many students at a community college cannot be minimized; at least half of the problems handled by the Student Services Office are directly or indirectly related to the fact that North Country Community College is, for all purposes, a resident community college. A number of efforts have been made to deal with housing issues. In past years a Student Housing Survey has been distributed to all students living away from home in order to determine specific needs. A Student Housing Committee has been established periodically to solicit and inspect facilities and hear the grievances of students and landlords. Each year the Student Services Office publishes "Student Housing Guidelines", a booklet containing some "do's and don'ts" for both students and landlords. It describes facilities available and contains sample contracts and leases, maps of the town and the academic calendar. Finally, the Student Services Office has investigated, aired and helped settle complaints of students and landlords. Meanwhile, the college has attempted to entice some private contractors to construct or otherwise provide off-campus housing adequate for and attractive to students. In additional action this year, the Board of Trustees approved a formal housing policy whereby the college will list housing available for students once a number of conditions have been met, one of which is that a member of the Student Services staff visit the facilities and finds that its minimal standards are met. According to this policy, the landlord must sign an "Open Access Agreement" which certifies that the accommodation is made available without restriction as to race, creed, color or national origin.

Each of these policies is generated by the interrelationship of two of the college's objectives in that each is designed to promote opportunity while encouraging social responsibility.

Because counseling is regarded by this college as an important service to the students, we have conducted several student surveys over the years: One to simply identify student needs, another to determine the extent to which students use our counseling services and the reasons for either using them or not, and a third one in which students were asked to evaluate counseling services. Most students responding to the spring 1970 survey first became aware of the counseling services at freshman orientation (33.50%), followed by their contact with fellow students (21.02%) and faculty members (10.80%). However, actual contact for counseling came about mostly through the students' own initiation (48.30%). Most students seek counseling for academic reasons (42.05%), others for financial help (32.38%), followed by transfer counseling (23.89%) and personal counseling (23.32%). When asked how problems relating to educational, vocational and personal adjustment can best be solved, individual counseling with a professional counselor and individual counseling with a receptive and understanding faculty member were equal in popularity (32.95%) and any one of a number of group activities found little support. The confidence in faculty not only supports our belief in a close working relationship between counselors and faculty, but also would seem to speak well for a college that emphasizes a close relationship between faculty and students.

The 1970 survey gave the Student Services Office insight into the students' attitudes and gave the students the opportunity to express their needs. Many of the counseling services reviewed in this chapter have been shaped by the results of that survey. As the Student Services Office plans new activities, it will continue to monitor the reactions of students. In that 1970 survey, 59.09% of the students felt that NCCC offers the student adequate help in solving academic, vocational and personal problems. In 1973 approximately 44%, as opposed to 28% on the national level, rated counseling services as extremely valuable. Nevertheless, about 1 out of 4 never use this service. Most students in this category feel they either don't need help or can get all the help they need from their daily associates. For 12.50% of these students, faculty advisors give them this guidance.

Financial Aid

The Financial Aids Office is another vehicle for carrying out our objective of providing opportunities for our students. Its programs are built on the principle stated in the 1972 *Master Plan* of the State University of New York: "In order to assure full opportunity for all, any tuition schedule must be accompanied by an effective financial aid program to remove all economic barriers for students who cannot pay." The Financial Aids Office provides high school personnel, parents, prospective students and the community at large with information about the opportunities for financial assistance. In addition, this office administers six federal and three state financial aid programs as well as our own North Country Community College Student Loan Program. In the process of granting aid and assisting students in meeting their financial requirements, the Financial Aids Office attempts to develop another institutional objective: Imbuing the student with a sense of social responsibility. Through orientation programs, prepared booklets and personal counseling, expenses are projected, budgeting is discussed and personal and family situations that might affect financial assistance are reviewed. In each case, this office attempts to make the student aware of his legal and ethical obligations prior to his accepting any form of financial aid. The number of students receiving aid under each specific state and federal program during each year of the college's existence is appended to the Student Services Office Report.

Nearly 50% of all students and over 60% of the alumni asked in the *ISS* survey rated the financial aids services as extremely valuable, as opposed to the national norm of 42%. However, 28% of our students said that they never used this service. Whereas we would not expect that all of our students need assistance in obtaining a scholarship, loan or part-time job, or assistance in budgeting and managing expenses, apparently there are some whom we do not reach. Nevertheless, those to whom we do give financial assistance seem to value this service.

The Office of the Registrar

The duties and responsibilities of the Registrar and his staff are typical of the same office in other institutions. However, the viewpoint of the Registrar may be somewhat unique: Each interaction is viewed as something of importance to the individual coming to his office rather than as a perfunctory procedure. This kind of concern for the individual enhances the communal atmosphere sought by a student-oriented college such as NCCC.

Since service to the student must be efficient as well as cordial, the Registrar

has taken many steps to improve upon his services. For example, our previous registration process proved to be a time-consuming, cumbersome experience for the students. Thus, in 1972 the Registrar was instrumental in forming a faculty committee that studied the problem. The result was the reorganization of the process with a simplified format for the student that significantly reduced his time and involvement in pre-registering. This revised format also strengthened advisement. Another function which the Registrar has refined is the preparation of statistics for official reports to SUNY. His re-alignment of procedures and forms has saved considerable time and effort and improved the accuracy of the data he submits. Most recently, the Registrar has been working toward improving communication between faculty, division chairmen, and his office in scheduling courses each semester. However, the actual planning of course offerings for a subsequent semester continues to present problems since it must be done within the first month of the prior semester, an inauspicious time for faculty and a time when there are still many tenuous variables. This Self-Study led to one other improvement in that it made us realize that the responsibility for grantsmanship was inappropriate for the Registrar. A modification of the Registrar's recommendation that a specialist be employed for grant study was subsequently adopted. While the Registrar continues to review these and all other aspects of his role, his most immediate concern is for cooperative planning with the Business Office to improve upon their mutual responsibilities.

Counseling

Because a student's first years of college life are a formative phase in the continual dynamics of his life, the goals of counseling are generated by the growth process rather than by the crises that might erupt and interrupt that process. By paralleling the academic routes to a student's cognitive growth with avenues by which he can progress on the affective level, counseling complements a student's college experiences, giving him the means by which he can deal with all his life concerns. Thus, counseling provides a spectrum of complementary services designed to promote our institutional goal of nurturing a sense of social responsibility in the student. The philosophical stance of our counselors is that the individual cannot be responsible to society without enjoying a degree of good mental health, a feeling of relative confidence in oneself and the ability to cope with everyday problems. Counseling exists to assist students as well as the college community and the civic community in working toward these personal goals and in coping with their new self-awareness.

Traditional one-to-one counseling, whether initiated by the client or through a referral to this office by a member of the college community is still valued. However, we are beginning to recognize the value of counselor initiative in establishing student contact. Some more aggressive means of establishing contact with students whose backgrounds forecast a predilection for failure are now being studied. For example, many counseling activities will be incorporated in the new developmental education program.

The Human Potential Seminar and the Peer Counseling Program are two relatively novel approaches. The Human Potential Seminar is designed to offer a group of six to ten members of the college community the opportunity to assist one another in an in-depth exploration of the self and the self's potential. The counselors who direct the group are primarily obligated to nurture an atmosphere of confidentiality, trust and mutual concern. In the Peer Counseling Program a carefully selected and screened group of students is well oriented to provide, within the limits of their ability, counseling services to their peers.

The counseling office gives these volunteers as much visibility as possible and meets with them weekly to provide support and reinforcement.

As a consultant to the professional counseling staff, a clinical psychologist is employed by the Student Services Office to provide consultations regarding difficult counseling situations encountered on campus, to arrange any necessary diagnostic evaluations with clients and to conduct in-service education experiences in which the psychologist can observe and critique the techniques and skills of the counseling staff.

The testing program is regarded as a valuable adjunct to all counseling services, offering the college community the opportunity for clarification of personal, social and vocational goals. An individual is given a test only if it would be a useful tool in his particular situation and a relevant test is available. Rather than advocating mass testing, counselors select, administer and interpret a test for each individual.

Health Services

The individual's physical health is also important. Although we have no physician available to the student on a regular basis, the Health Service Office does employ an R.N. full time and has a designated college physician available for consultation. Within its limitations, the Health Services Office provides immediate treatment and continual medical assistance to the college community. In addition, it assumes an educational role in addressing socio-medical problems and an administrative role in coordinating community and/or college health services. These objectives are reached through a number of activities that are specified in the Student Services Report. On the national level of the ACT *Institutional Self-Study*, 14% of the students rated health service as extremely valuable, in comparison to 30% at NCCC.

Career and Transfer Assistance

No one office within the Student Services area is solely responsible for providing career direction and guidance. Since the process of clarifying one's career goals begins with the initial step of applying and continues through graduation, the staff involved in each phase of the process gives guidance to the student, which helps him to develop a comprehensive awareness of what is involved in finding and meeting his career goals. The counseling office has been especially instrumental in helping students define their future. It solicits students who need career direction, offers counseling to these students and maintains an appreciable updated career library for them. In addition, the counselor in charge of the testing service instituted a career counseling program which offers students and their advisors assistance in exploring vocational interests, aptitudes, abilities, and vocational opportunities. Though we do offer guidance in identifying career goals, we have no central job placement bureau. Although division chairmen and/or program directors have assisted students in finding jobs and have compiled some data studying the effectiveness of our career-oriented programs, their self-study reports indicate a need for a coordinator to channel employment information and to conduct career-related institutional research. Therefore, Student Services is now considering plans for a job placement coordinator.

In contrast, NCCC has always maintained a Transfer Office to serve the needs of those students seeking transfer to other educational institutions or information

about other programs and institutions. The Transfer Coordinator publishes information, arranges both personal and group discussions, maintains an educational reference library and organizes campus interviews in order to facilitate the transfer process. In addition to assisting each student who wants to apply to another college, the Coordinator keeps a personal transfer file for him. Since most students wish to apply to another unit within the State University, he also keeps a special file of updated transfer information on these colleges including their current admission requirements and application procedures. His research on eventual placement and subsequent success at another college provides his office as well as the entire college with valuable data.

Student Life

All organizations and activities within the college that do not directly involve instruction come under the purview of the North Country Community College Association whose members include all students, faculty, administrators and trustees. In general, the Association does its part to provide a diversity of meaningful experiences, opportunity for personal enrichment and the possibility of developing social responsibility, all three of which are major philosophical commitments of this college. The objectives of the Association are stated more specifically in its *Constitution and By-Laws*: "...to supplement, enrich, and operate those educational, research, social, cultural, recreational, welfare, living and financial facilities, activities and services as are now or as may be hereafter provided for the students, community, alumni, faculty and staff of North Country Community College...and to engage in activities ancillary to and in furtherance of the educational activities of North Country Community College". Since any activity not delegated to the instructional area of the college cannot be supported by state tax monies, funds for these activities are collected in the form of a college fee of $50.00 per year.

The Student Life Office assists in the formation, implementation and monetary management of the various clubs, organizations and activities, coordinates them and provides continuity in their year-to-year existence. This office has helped to shape the unique character of NCCC. One noticeable quality is the intimacy between members of the college community which can be partially attributed to the fact that faculty and staff have been successfully encouraged to be active participants in all aspects of student life, whether it be sharing with the students a canoe on Long Lake during a weekend outing or a rowboat on the Saranac River during a clean-up campaign, a table at Monte Carlo night or a cot during the Blood Drive. Another asset is the variety of student life activities: Besides the usual beer blasts and barbecues, feature films and coffee houses, there are the Ox Roasts and formal dinners, chess tournaments and rifle matches. In fact, the range of activities is limitless; each year the activities change in response to the interests of the new students. Perhaps the most unique aspect of student life at NCCC is due to the college's location. Students capitalize upon the wilderness setting of the Adirondack Mountains. They have hiked to the top of Scarface in the fall, skiied down Big Tupper and cross-country at Mount Van Hoevenberg in the winter, camped atop Mount Marcy in the spring and paddled into the isolated Cold River Valley in the summer. When not actively involved in some form of recreation, they have been able to attend lectures on the history of the Adirondacks, to view the films and slides on wildlife presented by personnel at the Department of Environmental Conservation (whose regional office is in nearby Ray Brook), and to work on various ecology projects that have helped to preserve the quality of Adirondack life. Student Life has also helped NCCC gain acceptance in

the community. Whenever financially feasible, college activities are open to the community. In addition, many activities have served the community: The Big Brother program, the Head Start Christmas party, Children's Theater and Kiddie Shows have enriched the lives of the young. The adults have enjoyed such events as art exhibits, film festivals, lectures, workshops, plays, athletic contests, and a Senior Citizen Get-Together. In addition to these kinds of social events and community service projects, Student Life has funded various publications such as the school newspaper, the yearbook and literary magazines.

In all, the numerous clubs that sponsor these activities, through the guidance of the Student Life Office and under the control of the Student Government Association, have brought to a relatively small college an active co-curricular life. The consensus of students surveyed by the SGA is that they are satisfied with these activities. In another more extensive survey (see the *Institutional Self-Study Survey*), both current students and alumni rated the social and recreational opportunities at NCCC significantly higher than the national norm. However, their rating of the campus newspaper and cultural programs was at or below national norms, a response consistent with the lack of student interest and support for these kinds of activities. The student newspaper, for instance, is now defunct because of lack of interest in it and its funding.

Athletics

In line with our institutional goal of letting each become all he is capable of becoming, the people involved in our athletics program are committed to the philosophy of developing the total being. And the degree of student involvement suggests that we are meeting that goal: In at least one year, over half of the student body participated in athletics on the intramural or the inter-collegiate level. The specific kinds of intramural activities vary in correspondence with the students' needs and wishes. Students desiring more intensive competition than intramurals provide can participate in the intercollegiate athletic program, which is an entity of the NCCC Association. North Country Community College participates in nine varsity sports with community colleges and university freshmen teams in the New York/New England area. Men can compete in soccer in the fall; basketball, hockey and skiing in the winter; and lacrosse in the spring. Women can compete in field hockey in the fall and volleyball, basketball and skiing in the winter. As a member of the National Junior College Athletic Association, our college adheres to the eligibility requirements of that Association for participants in intercollegiate athletics. Besides these two forms of athletic activities, NCCC makes a major effort to bring athletics to the North Country through clinics, workshops, community programs for children, and tournaments. In 1973, for example, the college hosted three national tournaments in ten days.

While our isolated location does present impositions in time and distance, the Adirondack North Country compensates with winter sports events and facilities unparalleled in the northeast. The Whiteface Mountain Ski Area, the Lake Placid Olympic Arena and the Mount Van Hoevenberg Bobsled Run are three of the outstanding facilities that have been used by our students or that have provided them with the opportunity to view world championship events. The facilities of the college, itself, are somewhat less appealing. Poor fields, small, inadequate courts and the limited use of rented facilities are shortcomings that should be overcome once the new physical education building and grounds are realized.

Alumni Association

Simply stated, the present philosophy of the Alumni Association is to maintain and facilitate communications between North Country Community College and its alumni. By sending a questionnaire about starting an alumni association to 500 graduates in the fall of 1971 and discussing the idea with a number of interested alumni in the spring of 1972, the Dean of Students began the formation of this group. The alumni who attended the informal organizational meeting decided to extend alumni status to former students who had earned at least 30 credits. A membership drive began in the fall of 1972 when approximately 800 alumni received a newsletter and a membership application. Since then, 500 newsletters have gone out to 1,200 alumni and paid membership in the Alumni Association has reached 200. This year a committee was formed by the North Country Community College Association to investigate various administrative issues and to propose guidelines for operation of the Alumni Association.

Forming an Alumni Association is difficult for a small community college which is relatively new and has few graduates. For this reason, the visibility of the Alumni Newsletter makes it a major vehicle for promoting the benefits of an alumni association. Besides keeping alumni informed about the activities at the college and news of interest about the college, it keeps alumni informed about each other. The popular "Would You Believe?" column tells of the whereabouts, current activities and present status of past NCCC students. In addition, the "Letters to the Editor" column lets alumni air their thoughts, oftentimes letting the college know that it is appreciated. There is an occasional guest article from an alumnus who reminisces about his days as a student at NCCC. Still in its embryonic stage, the Alumni Association shows that it can build enduring links between those who were once or still are a part of the college.

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FACULTY

The Community College Teacher

As the Trustees acknowledge in their report, a college is no better than its faculty. Therefore, our recruitment efforts are designed to find the best candidate for the most critical role on campus - that of the classroom teacher. From the Board, which delegates to the President the responsibility for the appointment of all personnel, to the Dean, to whom the President delegates the responsibility for recruitment and preparing recommendations for the selection of all academic staff, the foremost objective is to hire the candidate who has the potential for effective, dynamic and thoughtful teaching. In screening candidates we try to ascertain the degree to which an individual is cognizant of the role of the teacher in a comprehensive public community college. The crux of this role is a sincere interest in students as people, for unless a faculty member is truly sensitive to the needs and problems of the individual student, he will surely not be effective in an open-door community college where the personal difficulties of students regularly impinge upon the learning process. The candidate with an impressive educational background will not be an effective teacher at a community college if he is more concerned with his subject matter than with the students who are to benefit by his knowledge in the subject. This does not mean that this college shuns a candidate with a deep commitment to his discipline. It does mean that he must parallel this commitment with attitudes sympathetic to the student and with an interest in motivating the student to appreciate the subject. In order to do so, the candidate must value the learning process as much as the subject matter conveyed by the process. To facilitate the learning process, the candidate must be committed to teaching openly and creatively - innovation in the classroom not being just a fashionable bauble but an essential means of adapting one's efforts to achieve quality in instruction. Outside of the classroom the teacher must provide sufficient time to assist students on an individual basis and encourage students to take advantage of this time. A faculty that has a blend of these attributes can best work toward our stellar objectives, quality of education and opportunity for the individual.

The unique mission of a community college pervades these two objectives and our other objectives as well. The community college teacher must be prepared to serve all levels of people, so far as educational, cultural and social backgrounds are concerned. This includes those of high school age and senior citizens; those who do not have a high school diploma and college graduates looking for enrichment opportunities; those who are looking for a practical education which can directly benefit their income and others who want to learn a simple craft or find stimulation in their leisure time. The community college teacher must also be prepared to serve in a variety of contexts, whether at the main campus or 50 miles away at one of the extension centers, in a high school classroom, the community room of a local library or a nursing home. He must be willing to teach day or night or even during a weekend seminar. In short, the community college's continuing education, community service and other endeavors at serving the region demand a willing and flexible participant. Obviously, to have such a diverse education program our college also values a faculty that can grow and change as the institutional role changes. The Dean, therefore, looks for a candidate with a general educational background who is willing and able to teach in several disciplines, thus enhancing our capacity to offer diversity.

Despite the plethora of teachers in these times, there are few who embody these intangible qualities that collectively represent the paragon of a community college teacher. Those who do have even a modicum of these qualities cannot readily be identified by their credentials. To screen the applicants effectively, the Dean relies upon his division chairmen, each of whom knows the particular needs of his division, and encourages the chairmen to involve their divisional staff in interviewing candidates. As a matter of college policy, the person or persons responsible for making recommendations concerning professional staff selection are also encouraged to seek advice and assistance from students whenever possible and appropriate. For the most part, the entire faculty and in particular, division chairmen, are satisfied with their involvement in and the results of our recruitment and interview procedures. The degree to which the Dean accepts the staffing recommendations of a division is viewed by the faculty as one of his most positive assets. However, both the Dean and members of the faculty recommend that we solidify the staffing process by publishing detailed policy statements on objectives, criteria for evaluation and procedure. Besides being critical of the lack of formal policy, we also regret the minimal involvement of students in the process.

Evaluation

If an instructor attempted to meet all of our criteria for the ideal community college teacher, he would be depleted by the enormity of the role. Naturally, the cooperative spirit the candidate exhibits during the time of his interview and initial employment tends to dissipate under the daily stress of attempting to fulfill all aspects of the ideal role. For this reason, the Dean makes an effort to involve students, division chairmen, the Promotion, Tenure and Leave Committee and appropriate peer professionals in a formal evaluation of the faculty. Each year the objective criteria the Dean develops in conjunction with the PTL Committee are incorporated in evaluative tools which, along with division chairman evaluations, are used to measure the quality of instruction, primarily as a means to improve upon it. For the past three semesters, the *SIR* student evaluations have been used as a major vehicle. Historically, though, there has been disagreement between the Dean and the PTL Committee on the applicability of this instrument. The Dean needs to work with this committee to develop policy on its use and to agree upon additional means by which he is to administer evaluation of faculty. Division chairmen have recommended that a uniform system for their evaluative procedures be developed which implements valid methods of evaluation and applies these consistently to all faculty.

A secondary purpose of evaluation is the application of its results to policies that induce qualitative instruction. Applied to our policy of staff appointments, it can be used to evaluate those given *initial appointment* status, mandatory for the first year of full-time employment. A candidate may seem to have the qualities we look for in a teacher and convincingly profess attitudes that are in line with our view of the community college teacher when being interviewed. But once engaged, he may not demonstrate either in his actual teaching, making evaluation even more crucial during that first year to safeguard institutional integrity. In some cases, the college may not be able to determine one's potential after one year of evaluation. Therefore, two successive *term appointments* of one year are mandated for all new staff. After this three year probationary period, faculty with good evaluations are granted *continuing appointment*, which is synonymous with tenure. Because most of the professional staff recognize the validity of the traditional arguments justifying tenure, the faculty welcomes a thorough evaluation during the probationary period. Three years seems to be enough time to evaluate a teacher's competence but if those responsible for evaluation don't scrutinize faculty before tenure is granted, the

tenure system rather than those responsible for evaluation will be subject to criticism.

Evaluation is also used in the promotion procedure. Advancement through the traditional ranks to the level of professor exists as an incentive process. While minimal quantitative criteria are used in this process, promotion is supposed to be granted primarily in recognition of the demonstrated excellence of a professional staff member in meeting the responsibilities assigned him and in implementing the objectives of the college. The administration of our promotion system has been severely attacked on the basis of inconsistencies and inequities. On the one hand, the promotion procedure is hindered by the human propensity to compromise on any incisive process that threatens one's security. On the other hand, the highly structured recommendation process produces qualified recommendations that are ignored. The friction resulting from promotional practices surfaces in the reports of the division chairmen, the instructional reports, the Dean's report and the faculty association's report. Evidently most faculty would agree with the comments made about our promotion policy; in the *ISS* survey, 64% of the faculty who had an opinion felt that proficiency in teaching is not given emphasis at this college in determining faculty promotions.

Faculty Development

Thoughtful and dynamic teaching cannot be maintained exclusively just by the selection of faculty. The development of faculty is as important as the selection process. The policies that make faculty development possible are especially important in view of NCCC's remoteness. Our *College Policy Book* makes provisions for professional improvement, including participation under the State University policy of partially waiving tuition for all full-time faculty who elect to take courses at another State University unit. When possible and appropriate, the college will adjust an individual professional staff member's teaching or work schedule to permit him to take graduate or specialized courses on a part-time basis during the academic year. These policies have in the past helped to overcome the geographical obstacles to keeping abreast of new professional developments. By actively promoting and providing financial support for faculty to attend conferences, the college has also sustained faculty development. The numerous workshops, clinics and seminars attended by faculty, some of which are listed in the Dean's Report, suggest that faculty have benefited by the college's efforts to have all faculty attend at least one conference each year. Other forms of in-service education, mainly faculty retreats and the sponsorship of consultants, have been used only occasionally. This year, however, the college received a $12,076 grant enabling us to contract a number of consultants for staff and program development over the summer. Professional leave has become popular with faculty since the leave policy was revised in 1973. In that year the recommendations of the Promotion, Tenure and Leave Committee were approved in full by both the Dean and the President. Available to faculty having continuing appointments, this leave frees faculty for one to nine months of activity which is clearly and directly of benefit to the North Country Community College community as well as the individual. The individual receives 2/3 of his monthly salary and all fringe benefits for each month he is on leave. The number of leaves each year is limited to available funds; the quota cannot exceed 2.5% of the year's total budget for salaries and benefits. In giving recognition to the importance of faculty development, North Country Community College nurtures the most vital resource an institution can draw upon to meet its objectives.

Employment Conditions

Without conditions conducive to effective faculty work, the potential of a faculty cannot be realized. Therefore, in negotiating a contract between the Board of Trustees and the faculty, both parties aim for an agreement that protects the welfare of the faculty while at the same time provides for the general welfare of the college community. A competitive salary schedule, excellent health and life insurance plan (premiums for the former are paid entirely by the college), and the option of three retirement plans (again paid by the college) are inducements to hiring and retaining qualified teachers. Salaries and benefits at NCCC are now and have been for some time above the state average for community colleges. Less apparent but still vital are other provisions that affect the conditions of employment. One of these is the definition of faculty workloads. The college subscribes to that of the State University which projects a work week of 45 work hours for professional staff and limits the total teaching load to 30 officially scheduled class credit hours for faculty for the year. (This has been altered to 36 credit hours for 1974-75 as an alternative to retrenchment.) In addition, each faculty member teaches every other Winterim term of the 4-1-4 calendar. The college recognizes that many factors other than credit hours influence an individual's actual workload. Thus an individual may have his actual work load reduced in compensation for the additional demands of a particular course, for directing a program or chairing a division for co-curricular responsibilities, for institutional research and other activities that put an additional burden on his workload. With the exception of next year, faculty who are asked to teach more than 15 hours per semester are compensated according to the schedule for overload pay. The college as a whole discourages the policy of overloads on the practical grounds of finances and on the philosophical basis that such a policy is detrimental to the quality of instruction. Besides this primary obligation to the student, faculty are expected to participate in divisional matters, college committee work, student advisement and community service projects.

Table I shows how teaching faculty have been utilized during the 1973-74 school year. Table II summarizes the faculty class load during the fall 1973 semester. Table III supplements this information with details on time spent on additional responsibilities during one typical week.

TABLE I

FACULTY UTILIZATION

MAIN CAMPUS

FALL 1973			SPRING 1974		
39 Full-time faculty @ 15 hours 1 one-half time faculty 7.5			39 Full-time faculty @ 15 hours 1 one-half time faculty 7.5		
Total available hours		592.5	Total available hours		592.5
Used as follows:			Used as follows:		
Teaching	511.		Teaching	491.25	
leaving balance of		81.5 available	leaving balance of		101.25
Div Chairmen	21.		Div Chairmen	21.	
FANCCC Pres.	3.		FANCCC Pres.	3.	
Program Directors	15.		Program Directors	15.	
Play Production	3.		Play Production	3.	
Coaching & Ath Dir	15.		Coaching & Ath Dir	20.	
	60.75			65.75	
leaving balance of and not able to be put to use.		20.75 available	leaving balance of		35.50
On the above, overload compensation was given to 13 faculty members for following reasuns:			On the above, overload compensation was given to 5 faculty members for following reasons:		
(4) straight overload	6.25		(2) straight overload	4.5	
(1) four preps	2.0		(1) four preps	1.5	
(3) writing courses	4.25				
(5) additional duties as mentioned above	11.0		(2) additional duties as mentioned above	4.0	
	23.75			10.0	
Supporting the faculty were 13 part-time faculty members who received compensation for 42 credits.			Supporting the faculty were 6 part-time faculty members who received compensation for 24 credits.		

TABLE II

CLASS LOAD FOR FULL-TIME TEACHING FACULTY

FALL 1973

Division	Classes	Total Enroll.	Ind. Avg. Load	Dept. Avg.
Business & Sec. Science				
Felio (DC)	4	31	7.8	
Edwards	5	68	13.6	
Gregoire	5	79	15.8	11.54
Purga	3	34	11.3	
Wright	5	46	9.2	
Communications				
(D) Taylor (DC)	1	23	23.0	
(D) Heller, Ms.	2	35	17.5	
(D) Heller, Mr.	2	30	15.0	18.4
(D) Moshier	2	39	19.5	
(H) Riner	4	73	18.3	
(D) Wiley, Ms.	2	22	11.0	
(D) Youngblood	2	49	24.5	
Developmental				
(C) Youngblood (DC)	1	11	11.0	
(M) Hanley	3	32	10.2	
(C) Heller, Ms.	3	30	10.0	
(C) Heller, Mr.	2	26	13.0	11.1
(C) Moshier	2	24	12.0	
(SS) Rice	2	25	12.5	
(C) Wiley, Ms.	2	27	13.5	
Humanities				
Riner (DC)	1	5	5.0	
Maat (FP)	4	100	25.0	
Reynolds	4	83	20.8	15.5
Schroeder	4	52	13.0	
Wiley, Mr.	5	68	13.6	

Life Science					
	Glick (DC)	5	78	15.6	
	Biddle	5	93	18.6	
	Lopardo	5	57	11.4	16.8
	Posillico (PD)	1	14	14.0	
	Robertson	3	78	26.0	
	Tortorici (PD)	4	61	15.2	
Physical Education					
	Hudak (DC)	8	164	20.5	
	Branch	12	244	20.0	
	Hansen	8	77	9.5	
	Moore	8	98	12.0	16.4
	Wheeler	5	98	20.0	
Physical Science & Math					
	Spadaro (DC)	3	54	18.0	
	Chambers	3	40	13.3	
	Crossman	5	93	18.6	16.4
(D)	Hanley	2	34	17.0	
	Snyder	5	75	15.0	
Social Science					
	Birk (DC)	4	92	23.0	
	Faughnan	4	70	17.5	
	Martin, P.	3	94	31.0	
	Moomey	5	107	21.5	21.6
	Morgan	5	126	25.0	
	Oey	4	54	13.5	
(D)	Rice	2	40	20.0	

FULL-TIME FACULTY AVG. LOAD 15.96

(C) Also in Communications
(M) Also in Mathematics
(SS) Also in Social Sciences
(H) Also in Humanities
(D) Also in Developmental

(DC) Division Chairman)
(FP) FANCCC President) 3 cr. hr. released time per semester
(PD) Program Director

TABLE III

COLLEGE COMMITTEE WORK

AND ADDITIONAL RESPONSIBILITIES

Activity	Bus	Comm	Dev	Hum	Life S.	PED	Phy S.	Soc S.	Average
College Committees	1.8	1.0	2.5	2.4	5.0	6.25	1.9	10.4	3.90
High	8	---	4.0	5.0	12.0	5.0	2.5	18.0	
Low	2	---	1.0	1.5	1.0	1.7	1.0	---	
FANCCC	1.0	1.0	.25	1.9	4.0	2.25	1.3	.56	1.53
High	3	---	1.0	2.5	8.0	3.0	2.0	3.0	
Low	---	---	---	.5	---	1.5	---	---	
Division Meetings	2	1.5	2.37	1.25	1.5	3.0	1.0	2.4	1.88
High	2	---	7.0	4.5	---	---	3.0	11.0	
Low	2	---	1.0	5.0	---	---	1.0	5.0	
Other	1.8	2.0	1.37	7.5	---	3.5	3.2	.8	2.88
High	9	---	3.0	14.5	---	---	8.0	2.5	
Low	---	---	---	.5	---	---	---	---	
Total Aver Hrs/Wk per Member	6.6	5.5	6.49	13.05	10.5	15.0	7.4	14.16	TOTAL HRS/WEEK COMMITTEE AND EXTRA CLASS ACTIVITY - 10.19

The faculty's attitude toward workloads is a measure of the effect of these policies. In the *Self Evaluation by Teaching Faculty*, 70% of the respondents were concerned that policy changes expedited by our economic situation could adversely affect our educational program. Of the faculty queried in the *ISS* questionnaire, 68% thought that instructional programs suffer because faculty members must devote much time and energy to sub-professional tasks. The specific issues generating these responses surfaced in the *Instructional Report* of each division. There they report their frustration with being pressured to be active on college committees, in their divisions, and in the community, whereas the emphasis should be on quality instruction in the classroom. Faculty feel that a fixed finite number of faculty is expected to perform infinite functions and that their small number is expected to compensate for the fluid cost of inflation and the fluctuations in student enrollment. The problems expressed by faculty are indigenous to a small college whose limited human resources must perform the same myriad functions that a large college can distribute more equitably among a larger staff. Then, too, a small college cannot readily absorb variables that affect its operating costs. Despite our size, we need to study these issues and make whatever adjustments we can to alleviate the strain on our faculty.

Academic Freedom

One other important condition of employment, academic freedom, is not a volatile issue on this campus. The Board of Trustees has recognized the personal rights of the individual and the professional staff the responsibilities that accompany these rights. All North Country Community College personnel are free, in fact encouraged to participate actively in local, state and national affairs. In exercising their rights as citizens, personnel are aware that their actions reflect on the college. The underlying premise here is that freedom is the birthright of every American. That same premise serves as the preface for the college's policy statement on academic freedom:

ACADEMIC FREEDOM

Freedom is the birthright of every American.

Academic freedom has two facets: Primarily, it is designed to expose the learner to all ideas; secondarily, it is designed to assist and protect the teacher in his attempt to guide the learner in his pursuit of knowledge.

No idea which is deemed relevant by either the learner or his teacher may be suppressed on a college campus which functions under the philosophy that the learner must understand himself, other people and the universe which surrounds him. Community college students should be assured of their right to examining all questions within a pluralistic educational climate in their pursuit of knowledge. The students can only be encouraged in their search for truth if they are accorded access to all sources of ideas.

The North Country Community College, in order to attain its worthy objectives, must be a place of free inquiry. Students and faculty members must be free to seek information in the library, in the classroom, in the laboratory, in the many fields of study, and in the words of campus speakers.

In an attempt to further define a policy of academic freedom at this college, the Professional Practices Committee recommended that the *Statement of Professional Ethics* published by the AAUP be adopted as part of our policy book. This recommendation has been approved by FANCCC and the Dean as an initial refinement of our existing statement on academic freedom. An additional safeguard of academic freedom rests in the recognition of the faculty association as the exclusive negotiating agent for the faculty in regard to terms and conditions of employment. And through this right to negotiate, a grievance procedure was agreed upon by both the Board and the association in 1969.

As Mr. Fred M. Hechinger said in his article "Academic Freedom in America" (*Change:* Vol. II, No. 6, p. 32), "Academic Freedom is not a body of law or an easily identifiable condition...but instead it...is a convention, an unwritten agreement among concerned parties. Like all such agreements, it is fragile--subject to periodic violations." In this context, the professional atmosphere at North Country Community College is such that academic freedom does exist, assuring each faculty member protection against the suppression of relevant ideas and assuring assistance and protection in instructing students in the pursuit of knowledge.

As a matter of fact, our existing facilities are not conducive to an optimum educational program. Their detrimental effect, however, can be overcome by a capable faculty competent in and enthusiastic about teaching. In contrast, no facility, no matter how modern and extensive, can compensate for a marginal faculty. Factors historically a part of life in the Adirondacks have certainly inhibited our building program. Perhaps other factors associated with Adirondack life have attracted a superior faculty tired of urban problems and eager to retreat to our small college. We do know that those who come represent a cosmopolitan range of geographical institutional and personal backgrounds, and once here are reluctant to leave.

Appended to the end of this chapter are two charts which summarize data on both former and current faculty. Table IV-A includes faculty who have left this college between 1970 and 1974. Table IV-B gives as much empirical data as possible on present full-time teaching faculty.

TABLE IV-A

FORMER NCCC TEACHING FACULTY

1970-74

Name	Rank	Yrs at NCCC	Reason for Leaving
Burns, W.	Asso Prof	1	Resigned 12/72 - Professional advancement
Campbell, S.	Instructor	2	Resigned 6/71 - Maternity
Champagne, G.	Asst. Prof*	3	Resigned 2/72 to attend medical school
Curtis, E.	Instructor	1	Resigned 6/70 - accepted position elsewhere
Decker, J.	Instructor*	4	Resigned 12/72 - to part-time at own request
Faughnan, K.	Asso Prof	2	Resigned 6/74 - accepted position elsewhere
Flores, R.	Asso Prof	2	Resigned 6/71 at college's request
Gardner, D.	Tech Spec II*	4	Resigned 2/72 - personal reasons
Harrison, L.	Tech Spec I	2	Budgetary Cut Back 6/71
Hoyt, R.	Asst Prof*	4	Half-time
Kamdar, P.	Asst Prof	3	Resigned 5/72 - accepted position elsewhere
McHardy, E.	Tech Spec I*	4	Resigned 1/72 - personal reasons
Mayer, T.	Instructor*	4	Resigned 2/74 - accepted position elsewhere
Oey, S.	Tech Spec I	1	One year appointment
Rayburn, J.	Tech Spec II*	4	Resigned 5/72 at college's request
Thebert, B.	Instructor	2	Resigned 5/72 at college's request
Tortorici, M.	Instructor	2	Resigned 2/74 - further education

*tenured

TABLE IV-B

EMPIRICAL DATA ON FULL-TIME TEACHING FACULTY

Name	Earned Bachelors	Earned Masters	Yrs Exp Prev to NCCC	Yrs at NCCC	Rank	Notes on Current Status
Biddle, P.	SUC Oswego	U of Vermont	5-1/2 teaching	5	Asst Prof*	PIL 1974-75
Birk, E.	SUNY Platts	SUNY Platts	5 teaching	5	Asso Prof*	Division Chairman
Branch, J.	SUNY Cortland	SUC Platts	5 teaching	5	Asst Prof*	FANCCC Secretary
Chambers, M.	SUNY Buffalo	SUNY Platts Syracuse U.	14 teaching	4	Asso Prof*	2 Masters: Physical Science Biological Science
Clermont, J.	Columbia U.	Columbia U.	18 teaching 5 administration	6	Prof*	Director, LPN
Crossman, F.	U of Missouri	SUC Platts	8 business 11 teaching and dept head	6	Asso Prof*	Former Division Chairman
Edwards, R.	SUNY Albany	SUNY Albany	none	5	Asst Prof*	Forum Co-Chairman 1974-75
Felio, H.	SUNY Albany	SUNY Albany	10 teaching	6	Prof*	Division Chairman
Glick, M.	EasternMennonite	Oberlin	2 teaching 1 grad asst 1 lab instructor	4	Asst Prof*	Division Chairman 1973-74 Chancelor's Award for Excellence in Teaching
Gregoire, W.	SUNY Albany	SUNY Albany	1/2 office 5 mos. teaching	4	Instructor*	Spon. Project Coordinator
Hanley, C.	Michigan State	Michigan State	7 teaching	5	Asst Prof*	Chrmn; Academic Standing Committee
Hansen, S.	Cent. Mich. U.	none	14 teaching 14 owner/director of camp	4	Asst Prof*	Motor Perception Consultant
Heller, Ms.	U of Washington	U of Washington	17 teaching	6	Prof*	Who's Who in Amer Educat. 1972
Heller, Mr.	Akron Univ.	New York Univ.	9 teaching	5	Asso Prof*	PhD in progress
Hudak, R.	SUC Cortland	SUC Cortland	8 teaching	4	Asst Prof*	Division Chairman
Klein, R.	Monmouth College	SUC Platts	9 teaching	5	Asso Prof*	Ed.D. in progress; LWOP 1973-74
Lopardo, V.	none	none	8 technician 1 instructor	6	Tech Spec I*	AAS Glendale College LWOP 1974-75
Maat, H.	Dickinson College	U of Rochester	3 teaching 2 Army instructor	6	Asst Prof*	FANCCC President 1973-74
Manchester, L.	none	none	15 instructor 2 nurs duty	5-1/2	Tech Spec II	RN Champlain Valley Hospital
Martin, J.P.	SUC Platts	SUC Platts	2 teaching 4 correctional institution	3	Asst Prof*	Dir., Community Mental Health Pgm LWOP 1974-75
Martin, S.	Montana State	Montana State	1 teaching 34 sales	4	Asst Prof	Half-time
Moomey, R.	St. Lawrence U.	none	15 FBI 7 probation	4	Instructor*	Dir., Criminal Justice Program Promotion 1974-75

Moore, G.	SUC Cortland	SUC Platts	5 teaching incl 3 as ath dir	6	Asst Prof*	Coach, Mtn Valley Collegiate Conference Champions, Soccer and Basketball
Morgan, D.	Wesleyan	Yale Div. Schl	3 instructor 4 related experience	2	Instructor	
Moshier, L.	Michigan State	Michigan State U of Pitts	8 teaching	4	Asso Prof*	2 Masters: Philosophy English
Posillico, J.	Empire State	none	5 research asst 2 technologist	2	Instructor*	Dir., Biological Lab Tech Prog.; Student Govt Asso Award Outstanding Teacher of the Year 1973-74
Purga, A.	Ithaca College	U of Scranton	none	2	Instructor*	Dir., Retail Management Program
Reynolds, G.	New York Univ	New York Univ	12 teaching & administration	6	Prof*	Selected to "People-to-People" Goodwill Mission, Europe 1974
Rice, G.	SUC Albany	SUC Platts	7 teaching 1 p/t NCCC	5	Asst Prof*	Recipient, Nat'l Endowment for the Humanities, Summer 1974
Riner, R.	Arizona State	U of Washington	6 teaching	4	Asst Prof*	Division Chairman
Robertson, A.	Beloit College	U of Wisconsin	18 teaching	5	Asso Prof*	Staff Asst., Guatemalan Ruins Restoration Project 1974
Schroeder, M.	U of St. John's	U of Iowa	2 teaching asst	4	Instructor*	FANCCC President 1974-75
Snyder, R.	Kent State	U of Georgia	4 teaching	5	Asso Prof*	2 Bachelors: Math & Education
Spadaro, J.	Siena College	none	5 assistantships	4	Asso Prof*	PhD SUNY Buffalo; Student Govt Asso Award Outstanding Teach. of the Year 72-73
Taylor, J.	Cent Methodist	Washington State	11 teaching	5	Asso Prof*	Division Chairman
Truse, K.	DePaul Univ.	U of Wisconsin	1 teaching	4	Instructor*	PIL 1973-74
Wheeler, D.	Springfield Coll.	Penn State	1 grad asst 1/4 teaching 6 Navy officer	5	Asst Prof*	Director of Athletics
Wiley, K.	NY Instit of Tech.	U of Iowa	1 teaching	6	Asst Prof*	Promotion 1974-75
Wiley, P.	Coe College	State U of Iowa	3 teaching	4	Asst Prof*	15 hrs adv. graduate study
Wright, M.	SUNY Buffalo	SUNY Buffalo	9 sec'y exper.	4	Instructor*	LWOP 1974-75
Youngblood, K.	SUC Oneonta	SUC Oneonta	4 teaching	4	Instructor*	Division Chairman; Promotion 1974-75

* tenured = 92%

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TEACHING

Whatever we have said about other aspects of this college gives a sustained force and direction to what we say about teaching. The objectives of the college certainly influence this activity and the governing structure of the college serves as a link between the college's objectives and its activities. What we have said about the kind of faculty engaged in this activity and the student who is the object of it has already implied a lot about teaching. One purpose of this chapter is to review some aspects of teaching at this college. Another is to explore these integrants from the point of view of faculty, students and alumni. The third purpose is to review the progress of our students in terms of grade point distributions and in terms of the success our students have had at other campuses and in qualifying for employment. Together, the attitudes expressed and empirical data should give some measure of the teaching at this college.

Faculty Attitudes

The attitudes of our faculty toward teaching effectiveness have been surveyed in a number of studies. A composite of their responses touches upon information taken from the *ACT Institutional Self-Study Report*, the *Student Instructional Report*, the eight divisional instructional reports and a faculty self-evaluation. Most faculty think that teaching at this college adequately prepares the student for the challenges he will face whether he transfers to another institution or immediately goes out to face the everyday demands of earning a living. However, faculty also believe that of a number of selected college goals, students make the least progress at knowing how to participate effectively as a citizen in one's community, improving the prospects for making a high income and developing an appreciation for the fine arts. The reason for this ambivalent view probably lies in the faculty's perception of the student's potential when he enters college. Most faculty do not think that the majority of their students are adequately prepared for the courses in which they are enrolled. As a result, faculty, for the most part, believe that students must depend upon an understanding and effective teacher to help them with their education.

The way faculty perceive students affects the way they teach students. Most reading and writing assignments are carefully planned and just as carefully explained to students. Many faculty take the time to teach methods of improving study skills. Perhaps this tendency is the result of having a faculty that combines a concern for the individual with a knowledge of their subject matter. In screening applicants for teaching positions we look for potential faculty who have had previous experience with the disadvantaged student. We seek a colleague with demonstrable ability to communicate at the student's level and to adjust his mode of communication to account for individual problems in comprehension. By staffing the instructional area with faculty having this ability and the willingness to devote extra time to individual students, the college can maintain its standards of quality. Implicit in the faculty's stance against an increase in class size and their opposition to the proportion of large classrooms in the academic building being planned is a commitment to extensive contact with students on an individual or small group basis as the most effective means of compensating for the student with a deficient educational background. In fact, our belief that small classes are conducive to effective teaching has led to a dilemma: By keeping the student-teacher ratio below sixteen to one, we have met the State

University's mandate "to continue to be an institution which provides for close contact between teacher and student" (*Master Plan of 1972*), but in so doing we fail to qualify for additional state aid which is provided to the State University college which maintains a ratio of at least seventeen to one.

Nevertheless, small classes encourage students to be involved in class, provide faculty with a suitable environment for taking into account variances in the capacity of our students to cope with the demands of the curricula and allow students to receive individual attention. In general, instructors emphasize their availability for individual help outside of class and often provide options so that each student can make a choice that best fits his particular needs and interests. Some courses are highly individualized. For instance, the Life Science Division instituted a Personalized System of Instruction in both Anatomy and Biology. Since then, a PSI course has been introduced in the Social Science Division and the same method is being considered both in the business area and in developmental education. Other courses have varied instructional methods, supplemental readings to fit individual needs, audio-visual materials to reinforce concepts developed in class and assignments tailored to the individual.

Student Attitudes

These views are the highly judgmental ones of our faculty. A better perspective on teaching can be achieved by comparing the professional staff's views on teaching with the views of our past and present students. Table I lists a number of teaching factors compiled by the American College Testing Service. The percentage of those who say that this item pertains to a majority of teachers is given in the appropriate column to the right.

TABLE I. PERCENT SAYING THESE ITEMS APPLY TO A MAJORITY OF TEACHERS

	Prof Staff	Students	Alumni	Nat'l Norms
I. Class Conduct Factors				
Facility for communicating knowledge	37	28	28	19
Disorganized, superficial, imprecise	2	4	0	4
Relate content to contemporary problems	48	49	47	33
Insufficient distinction between major and minor points	3	14	4	13
Assignments reasonable	70	60	61	55
II. Student Involvement Factors				
Encourage classroom participation	78	86	81	68
Permit student voice in class direction	7	29	32	11
Out of touch with student life	5	6	1	9
Don't care if material is understood	2	5	2	4
III. Teaching Style Factors				
Entertaining manner	10	32	24	15
Uneasy or nervous	3	3	2	3
Lectures dry, dull, monotonous	2	4	4	9
Criticize, embarrass students	2	1	0	3
Describe personal opinions, experiences	27	37	37	26

While teaching at NCCC compares favorably with teaching at other colleges, the results reflect only the attitudes of a limited number of respondents and cover a short time span. The responses do, however, suggest that we have been successful with the policies and procedures designed to make teaching the single most important activity at this college. We should expect that with a faculty recruited for their teaching ability, students at NCCC would rate our faculty significantly higher than faculty on other campuses in terms of their facility to communicate knowledge. Because our faculty attempt to counteract indifference by making learning a personal experience, we expect North Country students to feel involved in classroom activities.

The ACT instrument was used for self-study purposes whereas another standardized instrument, the *Student Instructional Report* has been used for the last three semesters for the purpose of continually improving instruction. With its wider perspective, the *SIR* report can provide a useful corollary to the ACT survey. Table II on the following pages summarizes the three semester results of this instrument in graphic form.

Again in each of the three semesters this survey encompasses teaching at North Country Community College compared favorably with national norms. Given our freshman profile and a faculty experienced in teaching in the community college, we would expect to rate consistently high in some areas. We know that most of our students have a poor academic background along with the attitudes that contribute to and result from a lack of success. So our faculty is wary of losing the student to confusion, apathy or ignorance. Especially under these circumstances, an instructor should make his course objectives clear and tell students how they will be evaluated. He should also be well prepared for class and summarize or emphasize major points in class. If he takes these precautions, it is much easier to give examinations that reflect the important aspects of the course and to accomplish his objectives for the course. Implicit in these strengths is the premise that teaching must be a highly structured experience if we are to succeed with our students. But the existence of structure does not imply that students have learning superimposed upon them. Students can still feel that class time was well spent with experiences that were both challenging and interesting. The key to this relationship is an instructor who is genuinely concerned with the student's progress and who seems to know when students do not understand the material. Without these prerequisites a person has no business teaching in a community college and no place for him at this community college. We have, in this respect, what the President of the college calls a superior faculty. This has not always been the case. When an instructor has not been able to meet our standards for teaching, he has either been dismissed or moved from the instructional area to where he can better serve the college.

Academic Standards

The college initially adopted a traditional grading system for the 1968-69 academic year. In 1970 the Academic Standing and Admissions Committee began to reconsider this grading system in response to what seemed to be dissatisfaction with the existing system in various sectors of the college community. The committee first held a series of open discussions with students, faculty and administrators. Then, in conjunction with the student body, the committee distributed opinionnaires to students and faculty. The consensus from both the open meetings and the opinionnaires was that the existing grading system was unsatisfactory. Once it was established that the academic community wanted a change, the Academic Standing and Admission Committee was charged by the Faculty Association to research alternate grading systems. The results of the opinionnaire were again useful in that they

TABLE II

STUDENT INSTRUCTIONAL REPORT

The instructor was well-prepared for each class.

The instructor was readily available for consultation with students.

In this class I felt free to ask questions or express my opinions.

The instructor's objectives for the course have been made clear.

The instructor summarized or emphasized major points in lectures or discussions.

In my opinion, the instructor has accomplished (is accomplishing) his objectives for the course.

The instructor used class time well.

The instructor encouraged students to think for themselves.

There was considerable agreement between the announced objectives of the course and what was actually taught.

The instructor told students how they would be evaluated in the course.

The instructor seemed genuinely concerned with students' progress and was actively helpful

The instructor was open to other viewpoints.

The scope of the course has been too limited; not enough material has been covered.

The instructor raised challenging questions or problems for discussion.

I have been putting a good deal of effort into this course.

The instructor seemed to know when students didn't understand the material.

My interest in the subject area has been stimulated by this course.

Lectures were too repetitive of what was in the textbook(s).

The instructor made helpful comments on papers or exams.

Examinations reflected the important aspects of the course.

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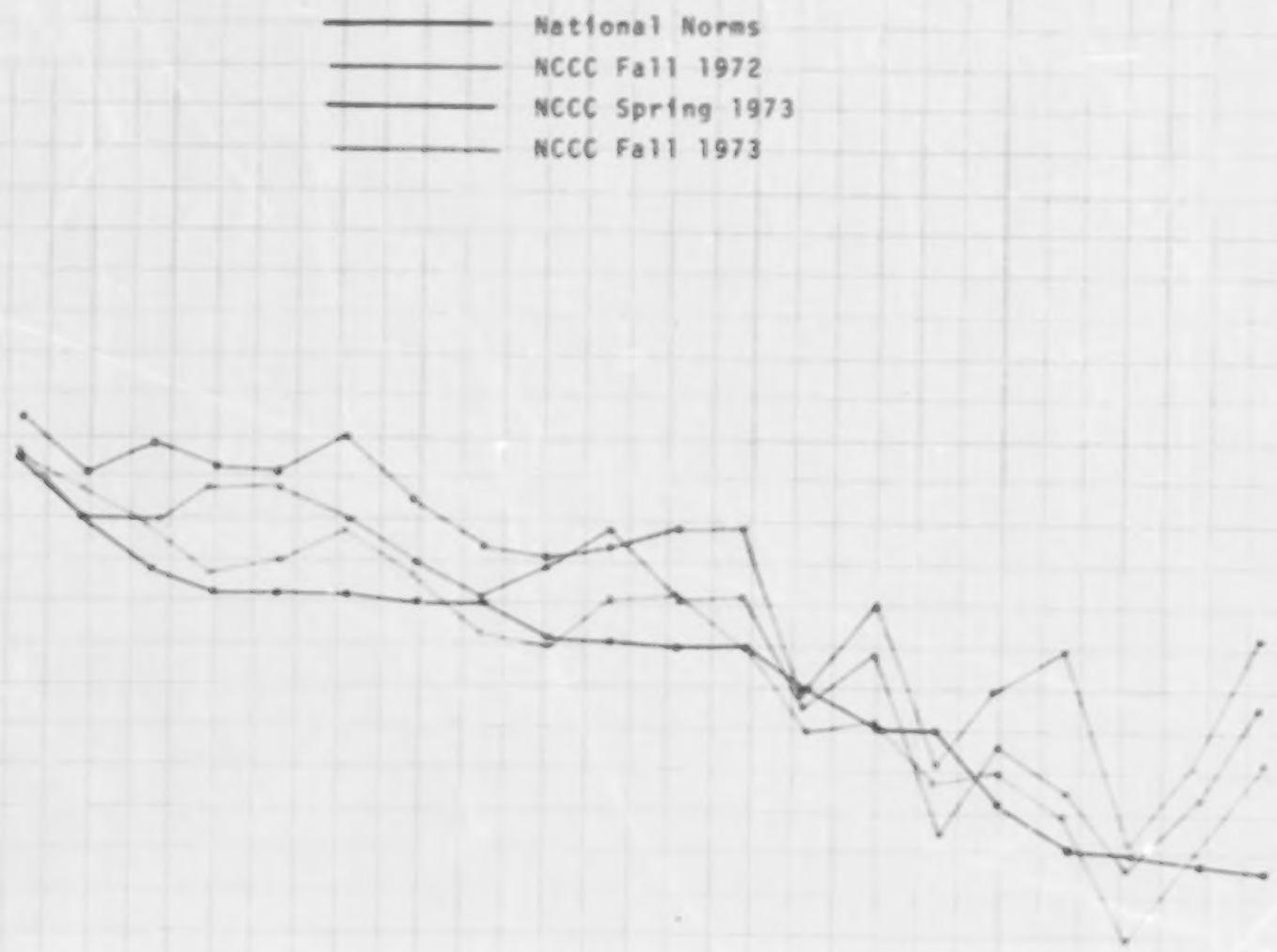
COMPARISON OF NATIONAL NORMS WITH NCCC
FALL 1972 THRU SPRING 1973



indicated some preferences for a new system. After extensive research and another series of open discussions, a new grading system was devised and implemented in September, 1971. Table III presents in summary form the original grading system (A), the results of the opinionnaire (B), and the grading system subsequently adopted (C).

TABLE III-A. GRADING SYSTEM EFFECTIVE FROM SEPTEMBER 1968 TO SEPTEMBER 1971

Grade	Quality Points	Description
A	4.0	Work of distinction, of highest excellence
B+	3.5	Work of consistently high quality which more than meets the essential requirements of the course
B	3.0	
C+	2.5	Average work which meets the essential requirements of the course
C	2.0	
D+	1.5	Work which meets most of the requirements of a course in quantity but whose quality is unsatisfactory
D	1.0	A passing grade is achieved
F	0.0	Work unacceptable in both quantity and quality
IN	- -	Incomplete
NG	- -	No grade - audit
WP	- -	Withdrew - passing
WF	- -	Withdrew - failing
S	- -	Satisfactory
U	- -	Unsatisfactory

TABLE III-B. GRADING SYSTEM OPINIONNAIRE RESULTS

Grading System Choice	Students #	Students %	Faculty #	Faculty %
#1 A-B-C-D-NC	38	14%	6	19%
#2 A-B+-B-C+-C-D+-D-F	125	46%	9	29%
#3 A-B-C-D-NC(F)	33	12%	6	19%
#4 A-B+-B-C+-C-D+-D-NC	51	19%	2	6%
#5 A-B+-B-C+-C-D+-D-NC(F)	15	6%	0	0%
#6 A-B-C-D-F	5	2%	7	23%
#7 NON-GRADED	3	1%	0	0%
#8 A-B-C-NC	2	1%	1	3%
*Figures are rounded to nearest %.	272	*101%	31	*99%

TABLE III-C. GRADING SYSTEM EFFECTIVE AS OF SEPTEMBER 1971

Grade	Quality Points	Description
A	4.0	Work of distinction, of excellent quality
B	3.0	Work of consistency, good quality
C	2.0	Work that meets the requirements of the course
D	1.0	Work that is barely passing
NC	- -	No credit. Work that fails to meet the credit requirements of the course for any of the following reasons: 1-Failure 2-Audit 3-Incomplete work 4-Withdrawal

The results of the opinionnaire indicated not only that a majority of students and faculty favored a change in the grading system, but also that 52% of the students and 47% of the faculty approved of the grade "NC" in some fashion.

In its rationale for the new grading system, the Academic Standing and Admission Committee reflects the philosophy and objectives of the college. Rather than place the usual pressure and emphasis on grades, this system puts more emphasis on learning. Its non-punitive concept gives everyone the opportunity to succeed but does not punish anyone for failure. The student who receives an NC has already lost credit, time and money and does not need the additional penalty of a lower GPA. Many of our students who come to us with a history of personal failure do not need the dubious motivation that the threat of an "F" grade provides. While some people fear that students can exploit this grading system and their instructors, the NC grade permits a student to drop a course from his schedule at any time without fear of being exploited.

Statistical analysis of grade point distributions and grade distributions can be useful to an institution. Table IV is a study of grade point distribution by area of interest over a four-year period. Table V gives the distribution of grades by various subject areas over the five-year period beginning with the first year of operation and ending with the 1972-73 academic year. With this data we can compare effects of the past and present grading system. The data can also be of some use in determining teaching effectiveness.

In comparing the grade point averages of students under the two grading systems (Table IV), there does not seem to be any significant change in the grade point average after the initiation of the new grading system. Table IV seems to indicate a dramatic increase in the "NC Type" of grade once the new grading system was implemented. However, withdrawals, incomplete and audit designations were not included in the "F" category whereas they were in the "NC" category. Another research study indicates that even if the computations were adjusted to account for this variance, there would still be a 9.14% increase in NC grades after the new grading system was introduced. While the change in grading systems makes an accurate interpretation of this variance difficult, this suggests that students may be taking full advantage of the new grading system in the spirit that was intended.

As for what these tables tell us about teaching effectiveness, the absence of a singular criterion precludes any one generalization. Each individual instructor at North Country Community College is allowed to establish his own values for grading, consistent with his own course standards and those of his division. However, an annual report giving grade distributions by subject area, similar to that of Table V, is distributed to faculty as an attempt at establishing consistent standards for the entire college.

Graduate Success

The study of the success of our transfer students can provide a reasonably accurate indication of a student's level of performance while at NCCC. In such a study, the grade point averages of 36 NCCC transfer students who completed one year at the State University College at Plattsburgh were compared. This college was selected because most of our transfer students elect to go to a four-year college in the State University system. The proximity of Plattsburgh makes this college the most popular choice of our transfer students. Table VI presents the GPA attained at NCCC and that at Plattsburgh at the end of one year. The correlation is carried throughout four subject areas to establish the mean, correlation, standard deviation and prediction formula for each subject area (Table VII).

In Table VI the mean in each category is lower at Plattsburgh. This may be explained by certain factors, including differences in the overall potential of the two student bodies, differences in grading criteria, in teaching methods and the size of the two institutions. Also, the student who transfers from one college to another undergoes an adjustment period that the non-transfer student does not encounter. The standard deviation at NCCC is smaller than that of Plattsburgh, possibly because the poor student is given more opportunity for personal attention at NCCC. Even though the grades are lower at Plattsburgh, a student can be expected to perform the same proportionally at each school.

The success of graduates of career programs provides another index by which a college can measure teaching effectiveness. We lack sufficient data in this area. In the case of our Mental Health Assistant, Retail Management, and Biological Laboratory Technology programs, there are too few graduates because the programs are new and enrollment limited. A number of factors result in insufficient data for the Law Enforcement, Radiologic Technology and Licensed Practical Nursing Programs. The lack of job opportunities in the area is one and the absence of a coordinating office for job placement study within the college is another. Despite the time and expense needed to gather information, we hope to have feedback in order to measure the effectiveness and relevancy of our career programs.

All program directors know the approximate salary their graduates are earning and the employment status of some of their graduates, but without a systematic means of studying placement, the information is sketchy. For example, we know that 112 of the 147 LPN graduates passed their State Board Exam but we do not know how many found employment as nurses. Some program directors use some form of employer or graduate questionnaire and most directors are in the process of developing better follow-up instruments. The Business Administration Department conducted a follow-up study in the spring of 1974 after the lack of data became evident in the self-study process. This department reports that of the respondents presently employed, 42% earn a salary in the range of $6,000 to $7,999; 33% earn $8,000 to $9,999; 17% $10,000 to $11,999; and 8% earn over $12,000 a year. In addition, the department learned that 33% of their A.A.S. graduates and 71% of their A.S. graduates transferred to a four-year institution. Of these transfer students, 89% earned a B.S. and 11% have not yet earned a degree. The Business Administration Department also reported other kinds of information valuable in assessing their programs, including the colleges to which their graduates transfer most frequently, the major fields selected by the respondents, and the relative value the respondents assigned to the courses taken at NCCC. While the department does not want to make any conclusions until all of the data have been studied, the responses and comments made by their graduates have proven useful in determining the future direction of the business curricula. A study such as this shows the value of a comprehensive follow-up study on all graduates in the career fields.

Surveys and statistics cannot accurately depict teaching effectiveness; an analysis of charts or an endless number of questionnaires only result in a general barometer. We have identified attitudes which have both a positive and adverse effect on the quality of teaching. We need to respond to these attitudes. We need to make our studies as valid and complete as possible. Finally, we might do well just to suspend any conclusions and ask ourselves what kind of job we actually do in the classroom. Somehow, our college policies and evaluative procedures then must be modified to accommodate changes that can benefit teaching at North Country Community College.

TABLE IV

GRADE POINT DISTRIBUTION

AREA OF INTEREST	ORIGINAL GRADING SYSTEM				REVISED GRADING SYSTEM			
	Fall '69	Spring '70	Fall '70	Spring '71	Fall '71	Spring '72	Fall '72	Spring '73
	Mean GPA	Mean GPA	Mean GPA	Mean GPA	Mean GPA	Mean GPA	Mean GPA	Mean GPA
Liberal Arts: -gen.electives, humanities, social sciences - math - science - physical ed.	2.27	2.33	2.59	2.25	2.05	2.14	2.44	2.38
Business Administration	2.15	2.24	2.30	2.0	2.06	2.08	2.34	2.35
Law Enforcement			2.59	2.01	2.11	2.11	2.48	2.83
Radiologic Technology	2.28	2.10	2.58	2.08	2.17	2.05	2.60	2.39
Secretarial Science	2.05	1.97	2.39	1.95	2.06	2.31	2.47	2.82
Business Career	1.98	1.99	2.27	1.76	2.06	1.86	2.47	1.72
Radiological Tech. (Lab)	2.10	2.00	2.73	2.13	1.64	1.90	2.75	2.63
Medical Secretary					1.94	2.90	2.80	2.63
Retail Management					0.00	1.60	1.98	2.39
Practical Nursing		2.48	2.63	2.51	2.29	2.26	2.58	2.63
Mental Health					2.44	3.00	2.70	2.51
Secretarial Studies	2.74	2.33	2.68	2.50	2.16	2.41	2.61	1.36
Clerical Studies					0.00		2.44	2.38
Total - Matriculated Students	2.21	2.26	2.52	2.16	2.10	2.14	2.48	2.45
Non-Matriculated Students	2.93	2.91	3.17	3.12	2.81	3.16	3.14	3.24
Total - Matriculated and Non-Matriculated Students	2.39	2.44	2.71	2.41	2.24	2.36	2.66	2.71

TABLE V

GRADE DISTRIBUTIONS

COLLEGE-WIDE DISTRIBUTION

Academic Year	TOTAL	%	A+ - A TOTAL	%	B+ - B TOTAL	%	C+ - C TOTAL	%	D+ - D TOTAL	%	NC or F TOTAL	%
1968-69	3663	100	567	15.5	1282	35.0	1152	31.4	391	10.7	261	7.1
1969-70	7799	100	1128	14.5	2574	33.0	2330	29.9	743	9.5	535	6.8
1970-71	7374	100	1069	14.5	2281	30.9	2144	29.1	759	10.3	568	7.7
1971-72	8129	100	1181	14.5	2055	25.4	2168	26.8	650	8.0	83	1.0
1972-73	8325	100	1407	16.9	2448	29.4	1762	21.2	450	5.4	1940)	23.7
											2258)	27.1

SUBJECT AREA DISTRIBUTION

BUSINESS

Academic Year	TOTAL	%	A+ - A TOTAL	%	B+ - B TOTAL	%	C+ - C TOTAL	%	D+ - D TOTAL	%	NC or F TOTAL	%
1968-69	92	100	6	6.5	12	13.0	33	35.9	17	18.5	24	26.1
1969-70	497	100	68	13.7	122	24.5	146	29.4	66	13.3	95	19.1
1970-71	562	100	68	12.1	166	29.5	151	26.9	79	14.1	94	16.7
1971-72	566	100	77	13.6	126	22.3	149	26.3	57	10.1	157	27.7
1972-73	441	100	99	22.4	107	24.3	77	17.5	37	8.4	121	27.4

DEVELOPMENTAL

Academic Year	TOTAL	%	A+ - A TOTAL	%	B+ - B TOTAL	%	C+ - C TOTAL	%	D+ - D TOTAL	%	NC or F TOTAL	%
1968-69	10	100	-		-		-		-		-	
1969-70	492	100	-		3	.6	6	1.2	-		-	
1970-71	547	100	-		-		-		-		-	
1971-72	390	100	7	1.8	46	11.8	147	37.7	66	16.9	122	31.3
1972-73	314	100	10	3.2	58	18.5	102	32.5	38	12.1	106	33.7

FINE ARTS

Academic Year	TOTAL	%	A+ - A TOTAL	%	B+ - B TOTAL	%	C+ - C TOTAL	%	D+ - D TOTAL	%	NC or F TOTAL	%
1968-69	154	100	35	22.7	69	44.8	38	24.7	10	6.5	2	1.3
1969-70	441	100	82	18.6	166	37.7	127	28.8	46	10.4	20	4.5
1970-71	530	100	108	20.4	163	30.7	144	27.2	38	7.2	63	11.9
1971-72	709	100	108	15.2	175	24.7	146	20.6	37	5.2	243	34.3
1972-73	731	100	145	19.8	141	18.3	100	13.7	19	2.6	326	44.6

HEALTH AND TECHNOLOGY

Academic Year	TOTAL	%	A+ - A TOTAL	%	B+ - B TOTAL	%	C+ - C TOTAL	%	D+ - D TOTAL	%	NC or F TOTAL	%
1968-69	64	100	3	4.7	29	45.3	28	43.7	3	4.7	1	1.6
1969-70	170	100	24	14.1	75	44.1	41	24.2	15	8.8	15	8.8
1970-71	112	100	25	22.3	32	28.6	39	34.8	9	8.0	7	6.3
1971-72	113	100	24	21.2	27	23.9	32	28.3	14	12.4	16	14.2
1972-73	219	100	55	25.1	62	28.3	37	16.9	9	4.1	56	25.6

(Table V. cont'd)

HEALTH and PHYSICAL EDUCATION

Academic Year	TOTAL	%	A+ - A TOTAL	%	B+ - B TOTAL	%	C+ - C TOTAL	%	D+ - D TOTAL	%	NC or F TOTAL	%
1968-69	226	100	48	21.2	107	47.4	46	20.4	17	7.5	8	3.5
1969-70	1285	100	368	28.6	582	45.3	261	20.3	44	3.4	30	2.4
1970-71	1371	100	259	18.9	582	42.5	378	27.6	89	6.5	61	4.4
1971-72	1365	100	364	26.7	422	30.9	210	15.4	48	3.5	283	20.7
1972-73	1881	100	368	19.6	790	42.0	247	13.1	44	2.3	432	23.0

HUMANITIES

Academic Year	TOTAL	%	A+ - A TOTAL	%	B+ - B TOTAL	%	C+ - C TOTAL	%	D+ - D TOTAL	%	NC or F TOTAL	%
1968-69	690	100	119	17.2	282	40.9	207	30.0	40	5.8	42	6.1
1969-70	1750	100	160	9.1	574	32.8	650	37.2	215	12.3	151	8.6
1970-71	1347	100	141	10.4	340	25.2	557	41.4	187	13.9	118	8.8
1971-72	1385	100	143	10.3	329	23.8	414	29.9	107	7.7	390	28.2
1972-73	1011	100	90	8.9	255	25.2	306	30.3	55	5.4	305	30.2

LPN

Academic Year	TOTAL	%	A+ - A TOTAL	%	B+ - B TOTAL	%	C+ - C TOTAL	%	D+ - D TOTAL	%	NC or F TOTAL	%
1968-69	468	100	61	13.1	188	40.2	178	38.0	40	8.5	1	.2
1969-70	593	100	26	4.4	259	43.7	250	42.2	50	8.4	8	1.3
1970-71	536	100	51	9.5	249	46.5	193	36.0	38	7.1	5	.9
1971-72	291	100	17	5.8	107	36.8	141	48.4	4	1.4	13	4.5
1972-73	286	100	40	14.0	146	51.0	74	25.9	8	2.8	18	6.3

MATH - SCIENCE

Academic Year	TOTAL	%	A+ - A TOTAL	%	B+ - B TOTAL	%	C+ - C TOTAL	%	D+ - D TOTAL	%	NC or F TOTAL	%
1968-69	410	100	69	16.8	137	33.4	122	29.8	48	11.7	34	8.3
1969-70	1097	100	128	11.7	284	25.9	386	35.2	163	14.8	136	12.4
1970-71	798	100	133	16.7	252	31.6	116	14.5	137	17.2	117	14.6
1971-72	-133	100	144	12.7	254	22.4	316	27.9	145	12.8	274	24.2
1972-73	1140	100	191	16.8	267	23.4	245	21.5	74	6.5	363	31.8

SECRETARIAL

Academic Year	TOTAL	%	A+ - A TOTAL	%	B+ - B TOTAL	%	C+ - C TOTAL	%	D+ - D TOTAL	%	NC or F TOTAL	%
1968-69	112	100	31	27.7	36	32.1	24	21.4	12	10.7	9	8.1
1969-70	287	100	60	20.9	67	23.4	91	31.7	38	13.2	31	10.8
1970-71	237	100	47	19.8	78	32.9	55	23.2	23	9.7	34	14.4
1971-72	260	100	72	27.7	78	30.0	36	13.8	15	5.8	59	22.7
1972-73	211	100	69	32.7	39	18.5	27	12.8	19	9.0	57	27.0

SOCIAL SCIENCE

Academic Year	TOTAL	%	A+ - A TOTAL	%	B+ - B TOTAL	%	C+ - C TOTAL	%	D+ - D TOTAL	%	NC or F TOTAL	%
1968-69	242	100	36	14.9	76	31.4	76	31.4	30	12.4	24	9.9
1969-70	1187	100	212	17.9	442	37.2	374	31.5	104	8.8	49	4.1
1970-71	1446	100	237	16.4	419	28.9	521	36.1	159	11.0	71	4.9
1971-72	1834	100	225	12.2	491	26.8	577	31.5	157	8.5	383	20.9
1972-73	2090	100	340	16.3	583	27.9	547	26.2	146	7.0	474	22.6

TABLE VI

GRADE POINT COMPARISON

STUDENT	MATH		SCIENCE		SOCIAL SCIENCE		HUMANITIES		GPA	
	NCCC	PSUC	NCCC	PSUC	NCCC	PSUC	NCCC	PSUC	NCCC	PSUC
1	2.50	0.50	1.25	2.00	3.13	---	2.80	2.00	2.70	1.28
2	2.50	---	2.00	---	2.09	0.00	2.36	2.00	2.17	1.50
3	3.75	1.00	2.75	2.00	2.90	2.00	2.83	2.50	3.10	2.00
4	3.50	3.00	3.50	---	3.10	2.60	2.81	3.00	3.01	2.90
5	1.50	0.00	3.00	0.00	3.00	---	2.50	2.00	2.63	0.43
6	2.00	---	2.50	---	2.91	2.28	2.70	2.00	2.79	2.20
7	3.80	2.00	4.00	3.50	3.50	2.00	3.44	3.50	3.61	2.72
8	2.50	2.00	2.45	2.50	2.00	---	3.00	2.00	2.28	2.23
9	2.00	2.00	1.75	0.00	2.25	3.00	2.66	2.00	2.39	2.04
10	3.00	---	1.00	---	2.71	2.30	2.55	2.20	2.48	2.17
11	4.00	2.00	3.25	3.00	3.58	3.50	2.87	2.30	3.46	2.47
12	2.00	---	3.00	4.00	3.55	2.75	2.75	---	3.12	3.15
13	4.00	2.00	1.75	---	3.30	2.00	2.43	1.70	2.92	2.12
14	3.83	3.00	3.25	3.00	3.83	3.67	3.53	2.80	3.62	3.06
15	3.50	---	3.12	---	4.00	3.00	3.40	3.33	3.62	3.09
16	0.00	---	1.75	3.00	2.64	3.00	2.37	2.00	2.31	2.72
17	4.00	---	2.00	---	3.19	1.42	2.14	0.50	2.54	1.00
18	1.69	1.00	2.00	1.00	2.14	1.00	2.12	1.00	2.15	1.00
19	2.00	---	1.79	---	2.75	---	2.40	2.60	2.62	2.59
20	2.50	---	2.00	---	2.83	---	2.93	---	2.80	2.88
21	2.00	---	1.00	---	3.40	0.00	2.41	---	2.41	0.00
22	3.00	---	2.50	2.00	3.36	1.50	3.50	2.00	3.22	1.60
23	4.00	2.00	2.75	2.50	3.50	3.00	3.50	2.00	3.41	2.40
24	3.62	1.00	2.50	---	3.00	2.00	2.83	---	3.25	2.00
25	2.00	---	2.00	---	3.05	---	3.50	---	3.00	---
26	1.50	---	3.50	2.50	3.33	2.50	3.60	---	3.38	2.47
27	2.62	---	2.50	2.00	3.06	3.50	2.50	2.00	2.88	2.41
28	3.00	---	3.25	---	2.50	2.00	2.88	2.00	3.03	2.00
29	2.00	---	3.00	2.00	1.80	1.50	2.61	2.25	2.55	2.25
30	3.50	---	2.50	---	3.40	4.00	3.55	3.00	3.36	2.77
31	4.00	---	4.00	---	3.62	2.50	3.77	3.50	3.78	3.08
32	4.00	3.00	3.50	2.50	3.77	2.66	3.40	3.00	3.66	2.78
33	---	3.00	1.00	---	2.20	---	3.30	3.25	2.59	3.13
34	2.37	0.00	2.33	2.50	2.92	2.00	2.50	---	2.63	1.17
35	2.00	---	2.25	---	3.45	4.00	3.33	2.87	3.21	3.00
36	3.83	4.00	3.50	3.00	3.59	2.50	3.40	2.75	3.56	3.29

TABLE VII

	NCCC		PLATTS
G.P.A.			
mean	2.94		2.23
correlation		+0.460	
standard deviation	0.52		0.96
prediction formula		0.85x - 0.27	
HUMANITIES			
mean	2.92		2.36
correlation		+0.555	
standard deviation	0.48		0.65
prediction formula		0.75x + 0.07	
SOCIAL SCIENCES			
mean	3.10		2.37
correlation		+0.456	
standard deviation	0.58		0.65
prediction formula		0.78x - 0.05	
SCIENCE			
mean	2.74		2.21
correlation		+0.457	
standard deviation	0.69		1.02
prediction formula		0.69x + 0.32	
MATH			
mean	3.18		1.79
correlation		+0.619	
standard deviation	0.88		1.10
prediction formula		0.85x - 0.27	

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THE ACADEMIC PROGRAM

What we have said so far about our history, our objectives, our administrative organization and the process of college governance, our faculty and our students has a direct bearing on what is said about our academic program. In the history of this college, for example, we have noted the geographical factors and the studies that did much to influence the direction of our academic program. In reviewing the philosophy and objectives from the perspective of the State University, the community and the students, we established the general tenor and principles that underly our curricular theory. The organization of this college and the means by which it is governed establish the structure and process in which the academic program must function. And, of course, the interaction of faculty and students which is so basic to implementing a theory of curriculum is directly affected by the general characteristics of these two major entities in the college community. In a sense, then, the tenets of our academic program are implicitly established and the program itself is an embodiment of these tenets. Our concern in this chapter is to give an overview of the academic program which reflects the degree to which it conforms to the background already described.

The theory of our curriculum is tantamount to a projection of the responsibilities of a community college. In that regard we are committed to first providing a comprehensive curriculum, the facets of which are determined by regional needs, for as many residents of the sponsoring counties as is financially and physically feasible. Once this primary obligation is met, we are also obligated to extend the same opportunities to those residing outside of the sponsorship area. Implicit in this commitment is the need to provide opportunity for each individual through diverse programs offering quality education. In order to begin to meet these dictates of a comprehensive community college, we offer a variety of two-year degree and one-year certificate programs. While each of the Associate programs requires a minimum of 60 semester hours, the distribution of credit varies with the specific design of the individual program and each program is intended to fulfill a different need. There is the Associate in Arts degree, primarily for the student interested in a transfer program which leads to the Bachelor of Arts degree but also useful for the student who wants a terminal education in the area of liberal arts and sciences. The Associate in Science degree is also a transfer degree, in this case serving science or professionally related programs which lead to transfer to Bachelor of Science degree curricula. The emphasis shifts to provide opportunity for those students desiring an occupationally oriented curriculum. The Associate in Applied Science is designed as a terminal degree for career programs. As such, it suits the student who wants a two-year program which will give him the skills, knowledge and general educational background that qualifies him for a productive career. In addition, this degree may at times be appropriate as a transfer degree in certain types of specialized baccalaureate programs. Each of the four certificate programs provides for a student who desires some form of higher education, usually related to a specific career but who does not want an Associate degree. The basic design of the two transfer programs differs only in credit distribution, giving each student the option to concentrate in one of the following areas: humanities, social science, laboratory sciences, mathematics, physical education and business administration. A list of the recommended curricula for each option is available in the college catalog. The same is true for the curricula of each career program; however, additional information on the career programs appears in this chapter. Collectively these degree and certificate programs represent a diverse academic program,

including university parallel curricula and career curricula specializing in twelve occupational fields. The table below reflects the number of students who have matriculated in the various degree and certificate programs.

TABLE I. MATRICULATED STUDENTS

The following statistics comprise the number of students who matriculated at this college since its inception, and the area of interest:

AREA OF INTEREST		Number of Students*	Graduates	Enrolled Fall 1973
Liberal Arts - Humanities, Communications, Social Science	AA	1,036+	243	201
Liberal Arts - Math/Science	AS	101+	99	65
Individual Studies	AA	9	1	4
Business Administration	AS	199	21	28
Criminal Justice	AAS	198	37	82
Radiologic Technology	AAS	120	24	47
Secretarial Science	AAS	74	23	9
Business Administration	AAS	220	27	41
Biological Technology	AAS	80	12	45
Medical Secretary	AAS	25	8	14
Retail Business Management	AAS	20	0	12
Community Mental Health Assistant	AAS	77	8	51
Individual Studies	AAS	0	1	-
Practical Nursing	Cert	203	147	56
Secretarial Studies	Cert	18	11	4
Individual Studies	Cert	14	1	-
Clerical Studies	Cert	12	2	4
TOTAL MATRICULATED STUDENTS:		2,406	665	663

+Early records did not make distinction between AA and AS matriculation.

*Includes 663 matriculated students presently enrolled in Fall 1973.

Academic Dean

The Dean of the College, who is primarily responsible for administering all aspects of the academic area, is instrumental in developing, implementing, maintaining, evaluating and revising any and all curricular offerings of the college. His ultimate objective in this capacity is to provide the most valid learning

C7

experiences and effective means by which the educational needs of the individual student may be satisfied. In order to achieve this objective, the Dean strives to direct his administrative area in an open and responsive manner, giving each of his immediate staff, each faculty member and student, and the community as much opportunity as possible to influence the shape and direction of academic affairs at this institution, making it as genuinely representative of the individuals who comprise it and, more importantly, are to be served by it, as possible. In a Self-Study questionnaire distributed in the spring of 1973, the professional staff credited the Dean for his efforts to be receptive and to communicate with his faculty. At the same time, however, a number of respondents in this same group was critical of contemporaneous policy decisions that might jeopardize the academic program. Those in this camp felt that the Dean has to be an aggressive leader in representing faculty concerns for the academic program. The Dean himself recognizes that a lack of confidence in his authority can erode his administrative efficiency. In his report he recommends that his authority be defined and that members of the administrative staff not possessing adequate organizational capabilities in communications, decision-making and facilitating the group process should acquire the prerequisite skills and knowledge, including management by objectives, by whatever expedient means available. This recommendation indirectly shows that the Dean is not only receptive to criticism but that he is willing to act upon the criticism.

Assisting the Dean in administering the academic program are: his administrative staff, whose functions are alluded to elsewhere in this report; the Curriculum Committee, the eight division chairmen and ten community advisory committees. These advisory committees which usually convene twice each year and more frequently in the formative stages of a program, have proven valuable in giving the Dean the community's view toward our curricula. However, we are disappointed in that our constituents who are culturally, economically and educationally deprived are not represented on these committees. If we can succeed in an effort to involve these kinds of people, we can better ascertain the real needs of those constituents whom the college must serve. The Dean, as well as the faculty, is also critical of the system under which the division chairmen function in advising the Dean on our academic program. On the one hand, the Dean finds the size and the structure of this group detrimental to their effectively functioning. On the other hand, the division chairmen feel that they lack direction from the Dean's Office, have no authoritative voice, lack written policies that evolve from long range objectives and have too little compensatory time to meet the many responsibilities assigned them. Partially as a result of the criticism generated in our Self-Study process, an *ad hoc* committee was formed in the spring of 1974 to study the division system and make recommendations for changes in it. Nevertheless, division chairmen assume responsibility for encouraging and directing their respective divisions in existing courses and programs and studying and developing new ones. In fact, as one division chairman stated, the role of division chairman is crucial to the academic program in that those matters external to the classroom and those that influence the outcomes of classroom activities must be made to mesh at some level. The division chairman serves as a direct link between the administration and the teaching faculty, between the program and course objectives of a community college and the implementation of these objectives at the instructional level.

Curriculum Committee

The pivotal key to our academic program is the Curriculum Committee which is a college-wide committee charged with the continuous study and review of the curricula. In order to give inclusive advice to the Dean, this committee is representative of all sectors of the college, including the students. Despite this

provision, student participation has been sporadic; the committee needs to counteract this indifference by orienting the students to the importance of this committee's function. In response to a Self-Study recommendation, the 1973-74 Curriculum Committee has formed two sub-committees to expedite its dual role: Reviewing existing programs and courses and evaluating new courses and programs. Currently, however, the role intended for each of these committees has altered slightly for two reasons. First, in the process of making our third catalog revision, the committee on curricular review has become absorbed in studying the existing credit distributions for graduation requirements in all of our programs. Secondly, the committee on evaluation found that it had to study our present courses and programs in conjunction with proposals for new ones in order to avoid nimiety in offerings and to amalgamate the best features of old and new in those instances when a proposed course or program does overlap with an existing one. Under this structure, the Curriculum Committee has undertaken several extensive objectives, including a revision of the format for describing course proposals which would incorporate more definitive and pertinent information and a review of the viability of all existing requirements, courses and programs. In addition, it is seeking clarification of its function.

Curriculum Development

The process by which a course or program is approved is as important to review as the principals in the process. A faculty member first presents his proposal to his division at a meeting in which the strengths and weaknesses are debated. If the division finds the proposal an appropriate addition to its offerings, the Dean is then consulted to gain his perspective as a prelude to the proposal being submitted to the Sub-Committee on Evaluation. When the sub-committee studies the proposal, it is measured in terms of the guidelines established by the Curriculum Committee. The sub-committee makes its recommendations based upon the rationale presented for the proposal, the availability of facilities and resources, the contexts between this proposal and any relevant situation at other institutions and the degree of student interest. Once the Curriculum Committee as a whole receives the sub-committee's recommendations, it reviews the entire background to the proposal and forwards its recommendations to the Academic Dean. If the Dean approves it, his decision is passed on to the College Forum and the President. The ultimate power to initiate, change or curtail any educational policy or program rests with the President and the Board of Trustees. This process is a cumulative one; each step allows for a thorough review. In case of disapproval at any stage, the person making the proposal is given reasons for its rejection and is allowed to revise the proposal prior to submitting it again. In addition, consultation with any and all parties is encouraged, even at the last stage in the process.

All credit courses must evolve through this process and in so doing meet with the approval of the Curriculum Committee. Our instructional reports indicate that the faculty as a whole realize that the needs of the community and the student body warrant extensive study and consideration. Our divisional reports not only show that each division takes an active interest in curriculum review but also that our faculty is generally satisfied with the process by which a proposal evolves. One chairman saw the process by which a proposal evolves as a strong point in our curriculum development in that the final recommendation is a hybrid of differing philosophies. Perhaps for procedures such as this, 91% of the faculty polled in the 1973 *ISS* survey felt that they were given adequate opportunity to influence the policies and practices of their division.

Divisional Review of Academic Program

Under this process, evidence of changes in our academic program is not that apparent. We began with a basic comprehensive curriculum in 1968. Since then we have concentrated on adding relevant new programs such as Biological Laboratory Technology, Mental Health Assistant, Retail Management, Criminal Justice, new secretarial options, Individual Studies and, most recently, an inter-institutional program in industrial technology. While the age, size and financial limitations are factors which have inhibited major curricular revisions, we also realize that our stance has tended to be one of responding to prevalent demands rather than one of viewing the diurnal concerns for our program from the perspective long range planning can give us. Then, too, while the basic elements of a course or program may not need to be changed, our faculty has been constantly evaluating the curriculum and adapting it to the needs of the student on a divisional level. The true dynamics of change within existing courses and programs are most apparent in the work of each of the eight divisions. Therefore, in order to get some measure of our critical capacity to modify the academic program in ways that allow us to better meet our objectives, we need to study the voluminous results of each division's instructional reports. What follows is only a partial selection of some of the findings and recommendations each division reported in its pursuit of our college's philosophy and objectives.

Implicit in the established curricula of the Business Administration-Secretarial Science Division is a commitment to two objectives, opportunity and diversity. A student can choose a transfer program leading to an A.S. degree or a career program leading to an A.A.S. degree or a one-year certificate. Both the Associate in Science degree program in Business Administration and the Associate in Applied Science degree in Secretarial Science were introduced when the college opened in the fall of 1968. In addition, a one-year certificate program in Secretarial Studies was available for those students who wanted to acquire the specific skills necessary for a clerk and stenographer. Because of the high concentration of health industries in the area, the A.A.S. Medical Secretary program was approved for the fall of 1969. That same year the Associate in Applied Science degree in Business Administration was added to prepare the business student interested in immediate employment with the necessary employable skills. In the fall of 1970 the A.A.S. degree program in Retail Management was introduced. This occupationally oriented program integrates practical work experience with instruction in various aspects of retailing and business management. All of the programs offered by this division evolved from the needs analysis done by professors Harris and Russel and were recommended by the Business Administration Co munity Advisory Committee. With the exception of the Retail Management program, student enrollment has been sufficient to justify each of the programs. The recommended curricula for each program, which appear in the college catalog, show that the balance between career skill development and exposure to the liberal arts and sciences corresponds to the objectives of the particular program.

This division recommends that its philosophy be made explicit so that it can continue to fulfill these two objectives. Furthermore, this division is wary of stagnation negating another objective - the quality of education. In addition to the minor revisions in programs and course content that occur regularly, the division has revamped the entire Retail Management program to establish a realistic core curriculum and an opportunity for practical work experience. The Secretarial Science programs also have been revised to eliminate outmoded skill development

and focus on those skills most often used. Individual courses have also been revamped. The Office Machines course, for instance, has been changed to place more emphasis on electronic calculators and less on the obsolescent rotary calculators. In order to enhance the quality of education in the future, the faculty in this division recommend conducting continual reevaluations of programs and courses using all available resources and preparing detailed objectives for them as a means of reevaluation. Career direction is another objective of the college pursued by this division. As an outgrowth of their study, the faculty in the Business Administration and Secretarial Science Division developed and administered a follow-up study on their graduates. Coupled with a more detailed development of philosophy, objectives and program review, this kind of study can provide better career direction.

The Division of Communications and Literature can formally provide little in the form of career direction. Nevertheless, this division assumes responsibility for the development of communication skills in all degree and certificate programs. Such fundamental skills are ancillary to and prerequisite of success in any livelihood. The student has the opportunity to develop these skills in a composite of courses designed to fit varying needs. With six different forms of writing courses and a speech fundamentals course, the Communications division offers a diverse array of traditional skill courses. By also offering a communication study technique course as well as two contemporary media courses (which were relatively novel to the State University when first introduced), the division also provides opportunity for quality education to those students who seek alternatives to the sequence of composition courses traditional in a liberal arts program. The other major concern of the Communications and Literature Division involves the exploration of literature as a reflection of man's thinking and feeling responses to his world. Although this kind of humanistic education cannot be empirically measured, it is the kind that can effect social responsibility, another objective of the college. To maintain the quality of education, the Division of Communications and Literature always has been active in revising curriculum in ways that would better meet the needs and desires of our particular students. Division meetings have been devoted to reviewing course offerings, criteria for evaluation and the kinds of stimuli instructors have found effective in various courses. Following a recommendation from this division, the Curriculum Committee has required that all degree candidates successfully complete at least one writing course. Currently a course in Literature Appreciation is being considered as a replacement for the more traditional introductory survey course. The main focus of this course would be the enjoyment of literature and the secondary purpose would be to develop an informed affective response to the literature.

The Humanities Division emphasizes personalized education as the major vehicle by which a student can find opportunity at this college. Philosophically its offerings seek to enrich and dignify the student's life by liberating the undeveloped potentialities of his nature. Besides imparting knowledge, the activities offered by the Humanities Division are designed to develop individual character through thought and creative expression. The various courses in the fields of art, music, theater and philosophy expose the student to a diverse number of humanistic endeavors, provide a frame of reference for his own thought and creativity and, finally, allow him to apply his concepts to different forms of creative expression at varying levels.

In addition to offering courses appropriate for transfer programs, the Life Science Division is responsible for three career programs. In 1968 the college incorporated two existing allied health programs that had been operating under non-collegiate auspices: The licensed practical nursing program under Manpower in Malone and the radiologic technology program under the X-Ray Guild in Saranac Lake. In response to the needs expressed by hospital personnel in the area, the college added a two-year program in biological laboratory technology.

Whether it be the one-year L.P.N. certificate program or either of the two A.A.S. programs, this college faces the same problems other institutions have in operating educational programs in the health fields. Quality control is a term quite appropriate for health programs which traditionally have high standards, exacting requirements and a demanding curriculum. As a result of the need for quality control, students face a rigorous succession of courses in a rigid sequence. Quality control also necessitates adequate clinical facilities and constant professional supervision over a limited number of students. Because the L.P.N. program is offered in Malone, coordination with the main campus 50 miles away in Saranac Lake is a problem. In the Radiologic Technology program, the problem resulting from a lack of clinical facilities has been compounded by the fact that one of the two full-time members of the teaching staff has been granted professional leave and the other, who is the program director, subsequently resigned. Until just recently, we seriously considered not admitting new students to the program for one year, but instead we established new clinical facilities in Canton, Massena and Potsdam and have found qualified people to supervise the students at each facility. As an additional safeguard, we have limited the number of new students in the Radiologic Technology program to eleven in order to give the new program director a better opportunity to acclimate himself. All of these considerations relate to the basic problem of cost. Nevertheless, this college is committed to the allied health curricula as its core of specialized career programs, a commitment paralleled by one to career opportunity for the citizens NCCC serves and to the medical needs of the greater community of northern New York. Consequently, we will continue to seek solutions to the problems which we can expect to emerge continually in the course of operating any of the allied health programs. In the past we have made changes in staff and facilities, expanded the typical college calendar year to ease the sequential pressure and encouraged students who are not well qualified to prepare with as much as one additional year of general academic development before attempting technical course work on a full-time basis. In the future we will be actively seeking better clinical facilities, improved program coordination and curricular changes that serve the best interests of the student and the program.

The Life Science Division is a division that, through the self-study process, has come to recognize the need to formulate a divisional philosophy. Without such a philosophy it is difficult to form objectives or evaluate any aspect of the curriculum. Their immediate concern will be to develop a philosophy which is flexible enough to accommodate social change and yet can maintain the quality of the division's curriculum. Historically, however, the division has always been actively appraising its curriculum. Constant review of the content and standards of the technical courses, for example, is necessitated by the yearly changes in career demands, guidelines of professional societies, licensing exams and state laws. And all Life Science curricula are appraised internally in light of student attrition and performance, staff criticism and student evaluations. Under this scrutiny there have been several curricular changes in the

last two years. Recognition of the needs and abilities of our students prompted many of these changes. The final recommendations in the Instructional Report of the Life Science Division indicate that there will be more curricular developments in the future.

The Division of Health, Physical Education and Recreation also hopes to make some changes in their curriculum in the future but feels they have met with too many unnecessary obstacles from other sectors within the college. One proposal currently under consideration by the Curriculum Committee is for a career program in recreation, which seems highly suited to the Adirondack life style. Another is for a teacher aid program. While these are still being studied, this division has succeeded in instituting an A.S. degree program with a Physical Education emphasis. This program includes the most appropriate natural science and math courses for students who wish to major in physical education. Besides these and other liberal arts requirements, the student in this program takes Foundations of Physical Education, First Aid and at least six additional credit hours offered by this division. Finally, the student must participate in the inter-collegiate athletic program in order to be recommended for transfer into a four-year Physical Education program.

The division has also been successful in revising its curricula to encompass the abilities and interests of all students. The traditional emphasis on competitive activities has been displaced by recreational activities that can enrich the leisure time of the individual throughout his life. In making this change, the division has taken advantage of the outdoor life possible in the Adirondacks. By giving students the opportunity to plan the activities in a recreational course, each student can find the most suitable challenge to his abilities and interests. The balance between conceptual courses and activity courses and between competitive sports and leisure recreation creates a diverse range of options, giving each the opportunity to make a selection that fits his interests and capabilities. Clinics and workshops as well as seasonal intramurals and inter-collegiate athletics further complement the objectives of diversity and opportunity.

While the Physical Science and Mathematics Division has no current recommendations for major changes in curriculum, student performance and evaluation are continuously monitored to identify any changes that may be needed. In this regard there are minor adjustments in the content and instructional approach to each course every semester.

Our institutional objectives of opportunity, quality and diversity are integrated by the philosophy of the Physical Science and Mathematics Division. In order to give the disadvantaged student an opportunity to benefit from the programs offered by this division, new faculty are screened in terms of their past experience with this type of student. The division seeks a colleague with demonstrable ability to communicate at the student's level and to adjust his mode of communication to account for individual problems in comprehension. By staffing the division with faculty having this ability and the willingness to devote extra time to individual students, the division can maintain its standards of quality for the programs it offers. The division also values academic advisement that allows the student to select courses which best satisfy his career or transfer needs. Finally, the division feels that quality can be sustained by a diversity of courses. Each student can then find the course which is compatible with his background in a discipline and is most suitable for his goals.

The objectives of the college are also incorporated in the programs and courses planned by the Social Science Division. The numerous courses in sociology, political science, law, economics, psychology, mental health, history, education and other fields of special interest make its program diverse. With this diversity students can find the opportunity for a liberal arts education and career opportunities in the area of human services. Both the Criminal Justice program and the Mental Health Assistant program qualify students in these programs for a variety of positions in institutional settings and in local, state and federal agencies. In fact, impetus for the Criminal Justice program came from a group of law enforcement officials in the locale. An advisory committee was formed to study their suggestion, the results of which are seen as one of the most popular A.A.S. degree programs at this college. The A.A.S. degree program for Mental Health Assistant also came about in response to interest expressed by the public. It began as an in-service endeavor at the Sunmount Development Center for the Mentally Retarded in Tupper Lake. As interest developed, so too did a flexible, multi-purpose program preparing para-professionals for various human service careers.

Special Needs

The preceding overview of the academic divisions gave some indication of how our academic program attempts to serve the needs and desires of the students as well as the objectives of the college. There are, however, aspects of the academic program designed for special needs that fall outside of the purview of any one division. One of these is the academic advisement program which at this college is considered instrumental to the process of helping students develop academic, career and personal direction. Because advisement relates to counseling in many ways, the Director of Counseling administers the advisement program. This arrangement is compatible with our view of the role of community college instructors who should assume a responsibility for the student that extends beyond the classroom to a concern for his general welfare. Often the advisor can detect early signs of distress and arrange for appropriate counseling.

To stress the importance of the advisement process and establish an affable rapport early in their relationship, most advisors personally write a letter to the tentative advisee when he first sends in his application. Even though we are a small institution, we have eliminated classes on pre-registration days as another affirmation of the importance we attribute to good advisement. The student knows that on these days his advisor is available to him and can expect the advisor to give more than just his signature to a form. During the course of the semester the advisor holds regular office hours, the times for which are well publicized. Finally, at least once each semester the advisor receives progress reports on those of his students who are having difficulty in their courses. Of course, the quality of advisement varies and some advisors are more dedicated than others. In order to encourage a consistently high level of performance in this program, the Coordinator of Advisement evaluates each advisor annually and forwards a copy of the evaluation to the Dean.

Another aspect of our academic program is that it is flexible enough to give the student various opportunities to pursue his educational goals in an atypical manner. The personalized systems of instruction, which have been introduced in several divisions, are popular with the student who wishes to set his own pace for learning or who wishes to exceed the average parameters of a course. In at least one technical program, up to six hours of required course work can be waived if the appropriate training and field experience is

sufficient to supplant the required study. All students may earn up to fifteen credits in pursuit of an Associate degree at NCCC by participating in any approved independent study, examination for credit, television study or similar off-campus program as long as the course work corresponds reasonably with that of our own course offerings. Finally, a student may earn a degree or certificate in Individual Studies. The curriculum in Individual Studies is designed to permit a diversity of study program to meet the needs of certain individuals who demonstrate a potential for academic growth outside of the rigid requirements of the traditional one or two-year program. Unfortunately, student interest in these atypical programs is relatively dormant. With our standards of instruction attuned to the level of the average student, the opportunity for the gifted student to find challenges that are equal to his ambitions is limited primarily to these individualistic programs. The annual spring and fall symposia do create an intellectually stimulating encounter with faculty during an academic retreat but we cannot discriminate against the average student in our selection process. Our Winterim program was originally envisioned to be another enriched interlude to learning. However, after an extensive survey of student interests revealed that most students wanted more pragmatic courses, we have felt compelled to balance the unconventional courses that stimulate somewhat novel intellectual pursuits with the traditional courses that meet degree requirements. Most recently we have been encouraging the "mini-mester" concept of offering special interest short term courses at intervals during the normal academic year.

Our freshman profile makes apparent the most imperative student need - that of a developmental education program for those students deficient in basic college skills and in a sense of personal direction. Until the spring of 1974, Developmental Education existed as a division compartmentalized from the other divisions in the college. But as such, the program was regarded as a sub-stratum of the college and could not accommodate the high risk student in all phases of his two-year education. Through a series of critical self-appraisals that culminated with a lengthy instructional report for the Self-Study, the members of the Developmental Education Division decided to abandon the divisional structure and rebuild the program as a Student Service under the Dean of Students.

The fact that this division abandoned its existing program does not mean that the program had failed to meet the students' academic needs. A study of the 357 students who matriculated at NCCC in the fall of 1971 shows that of the students who earned degrees, those students who needed to take one developmental course graduated with a 2.55 GPA overall and the average GPA of those who needed to take two or more developmental courses was 2.51 upon graduation. Of these students who did not earn a degree, those students who were required to take developmental courses maintained an overall average GPA of 2.05. However, implicit in the number of developmental students who did not earn a degree (142) is the rationale for the revamping of the developmental program. Even though the GPA was marginally acceptable in most cases, these students did not complete their program of study. For this reason, the developmental staff and the counseling staff sought a structure in which they could work together on both study skills and student attitudes. Under Student Services, the form of the developmental program could be much more comprehensive.

The initial step toward the new program was taken in the Self-Study process when the division solidified its philosophy:

The institutional philosophy is stated in our SUNY motto, "Let Each Become All He Is Capable of Being". In a SUNY institution with an open door policy, the Developmental Division more than any other is established to make the philosophical goal a reality. An analysis of the motto will aid in clarifying the philosophy of the Developmental Division.

"Let" implies a distinct approach to education: It suggests flexibility and an instructional process that is student-oriented rather than a rigid and prescriptive approach that is subject-oriented. Thus, modes of instruction are varied. We encourage small group instruction and independent work, striving always for a close relationship between student and instructor.

"Each" implies that the student is regarded as an individual. Therefore the instructor is expected to know his students on a personal basis. The instructor should be familiar with and react to each of the student's successes and failures and the instructor should perceive what the student's learning problems are...whether they are problems of process or content, of institutional or social adjustment. Such an approach requires commitment from the instructor who will spend much time preparing his classes, grading papers and working with students, and who will be more apt to complain of his own inability to communicate, than of the student's inability to learn.

"Become" connotes change and movement toward the emergence of a more responsible adult. Although the student will not necessarily obtain a degree, he should have expanded his previous educational experience and made his everyday existence more meaningful. More specifically, he should be able to read, write, figure, and therefore organize and think more successfully than when he entered NCCC.

"All" commits us to an inclusive program that should prepare a student for success in varied fields and college transfer programs. In conjunction with "He Is Capable of Being", "All" takes on additional meaning. We are responsible for guiding the student toward a realistic assessment of his capabilities. We must honestly advise a student of his weaknesses as well as his strengths and we must help the student examine his immediate and distant goals in light of his realistic assessment of himself. While each instructor is concerned with individual improvement, we try not to sacrifice quality in the content of our courses. Each member of the Developmental Division respects his discipline and is fully cognizant of the kind of work that represents quality in that field.

Under the new program, called the Center for Student Development, the roles of counseling and instruction will be welded together as one, with two counselors and three instructors lending each other their expertise. The developmental staff is seeking a united approach to deal with affective and cognitive needs, both of which seem to exist parallel with each other. While working on self-concept, career goals and value clarification, the staff will also be working to overcome

whatever communication skill deficiencies are identified for each student. A number of flexible, alternate approaches will be used in this core curriculum, with the ultimate goal of tailoring each student's learning to his particular needs. Realizing the enormity of developing such a program, the developmental staff applied for and received a grant of $12,097 for a summer of program development, which will include consultants on humanistic education, cognitive mapping, program design and evaluation. After this summer workshop is completed, the Center for Student Development should have concrete plans in much greater detail.

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EXTENSION SERVICE

The name "North Country Community College" signifies much of what this chapter is about. First, this college serves the North Country, 3,514 square miles in which the "community" is dispersed in small pockets throughout the Adirondack wilderness. Because of this geographical fact, we cannot expect droves of people to leave a multitude of widely scattered hamlets and travel long distances over winding, bumpy roads, often enduring hazardous winter conditions, just because our college beckons with educational opportunities. Secondly, since we are a "community college" and not a self-contained enclave within the community, we do not expect our constituents to have to come to the college in either a physical or a metaphysical sense. A true community college must thoroughly integrate itself with its community, seeking to serve those on the outskirts of the college district and those whose educational needs reside in the suburbs of traditional higher education. As one anonymous respondent to our community survey expressed it, "The college should go out of the building and into the streets as much as possible. Let the buildings be the base for learning and growth, the community the place for making active what has been learned." Our extension service is the major vehicle by which this college can go out into the streets. By extension service, we mean the extension of educational opportunities--whether it be an extension in form, time or place of service--for all of the citizens whom this college serves.

Continuing Education

The form of continuing education offered through our extension service is determined by the particular needs and interests of the citizens to be served in the sponsorship area. In form, we extend the usual curricula of a comprehensive two-year college except for those programs that require special facilities or a compact sequence of learning. Our most recent community survey indicates a clear dictate of the people to offer these programs to all, regardless of age or cultural and educational circumstance. For example, 75.2% of the respondents felt that North Country Community College should continue to offer college courses to high school juniors and seniors. Under the provisions of a "special student status" program at NCCC, high school students take courses at the main campus, the extension centers and in some satellites (branches of the three main centers) thus enabling them to supplement their high school studies with educational experiences that would otherwise not be available to them. In the same community survey, 89.5% said that the college should continue to allow adults to get their high school diplomas by taking college courses. The adult who did not graduate from high school can receive his equivalency diploma after completing 24 credits applicable toward a degree or certificate program. Perhaps because the goals of the continuing education program parallel the community's expressed interests and needs, part-time enrollment has continually grown since the college began. Over one-half of the people polled in the 1973 community survey said that they were interested in taking courses at the main campus or one of the extension centers.

But their interest does not lie exclusively in the traditional curricula of academia. When asked if NCCC should continue to offer special and mini courses that people in the local area can take at low cost, 90.6% of the respondents answered affirmatively. Our constituents have clearly mandated that we offer non-credit seminars, workshops and short courses that appeal to a variety of ages and interests. A few young people attend the short, topical courses such as the Contemporary Scene Seminar. More take advantage of the crafts and hobby courses like Fly Tying, Beginning Guitar and Christmas Card Making. Most popular with

youngsters are the recreational activities such as Beginning Swimming, Judo and Summer Sports for Young Boys and Girls. At the other end of the spectrum, senior citizens have been offered courses and workshops in which they have expressed an interest. Whenever possible, the meetings are arranged for their convenience. For example, a Foreign Policy discussion group met at the DeChantal complex for senior citizens in Saranac Lake. We have been in contact with senior citizen groups in Tupper Lake and other villages in both Franklin and Essex Counties to continue to examine ways we might serve this large section of our population. In terms of community service programs, the success of the Mini White House Conference on the Aging in Elizabethtown has encouraged us to work with the Tri-County Office of Economic Opportunity and the Franklin County Office for the Aging in order to identify other potential service programs and continuing education opportunities specifically tailored to the needs of our senior citizens. We have tried to keep fees for non-credit courses low and encouraged those interested in credit courses to take advantage of the opportunity to audit these courses on a half-tuition basis. In college credit courses, however, the high school students and senior citizens are less numerous than two groups in between: married people, ranging from those most recently entering the job market to those who are approaching retirement, and recent high school graduates who, for financial or other family-related reasons, are unable to attend college full-time. Some of these are students working toward a degree; others are more interested in continuing education programs that can improve their job potential, give them practical avocational skills or in some way enrich their leisure life. In order to meet such eclectic needs, our continuing education program has been comprehensive, consisting of more than just a few sections of regular courses taught in the evening. Clinics and workshops have been designed to meet specific vocational needs. For example, the Fire Science Workshop and Personalized Secretarial Refresher in Saranac Lake, the series of Re-evaluation Counseling Workshops at the Elizabethtown Center and the numerous Medical Emergency Technology courses in Malone and Tupper Lake have all drawn people in specific occupational fields. Others in this broad age group gyrate toward short courses in Gardening, Small Engine Maintenance and Repair, Auto Mechanics for Women, Interior Decorating and other courses like these that can give them practical skills that improve their home life.

Over a third of the respondents in our community survey indicated that their principal reason for attending a course at the college would be personal enrichment. At the main campus, courses ranging from Wood Finishing to Drama Workshop, from Introduction to Sign Language to Winter Mountaineering, have been popular, indicating a variety of personal interests. In Elizabethtown, some are interested in topical workshops such as the one on Arab-Israeli Conflict in Historical Perspective, others are interested in craft courses such as Leathercraft and still others are attracted to the arts, as is typified by the success of the Short Fiction by Contemporary Women and the Contemporary Drawing Workshop. While a variety of interests are reflected in the short courses offered at the Malone Center, the people there exhibit an unusual interest in courses that recapture the folkways of early America: Chair-Caning, Quilt-Making, Adirondack Rustic Furniture-Making, and Folk and Square Dancing best exemplify this in that they have all been repeated because of their initial popularity.

Perhaps because of the area's physical isolation, travel is high on the list of personal interests for our constituents. For this reason, the college has sponsored a number of educational trips in the last five years, including skiing trips to the Grand Tetons and to the Alps, a cultural sojourn to India; two trips to the Everglades to study the unique ecology of that environment, a trip to London featuring the Elizabethan theater, a trip to Scandinavia where planned

communities were studied, and a Guatamalan expedition for those interested in archeology.

In effect, our extension service attempts to respond whenever there is evidence of need and support for Continuing Education opportunities which can be met with funds, manpower and resources. Perhaps the greatest potential is in serving the needs of allied health personnel. Because of this area's historical involvement with the medical professions, the college has applied for a grant under the Vocational Education Act of 1968 for a part-time director of continuing education for nursing and allied health careers. If funded, this person would devote his efforts to developing appropriate programs that correspond to the needs of persons and organizations associated with the different health careers. Over 17 distinct seminars, workshops and short courses relating to the health professions have been offered since 1969 at one or the other of the three main extension centers. Two hundred nurses and technicians from throughout the greater North Country attended just one of these sessions, the Respiratory Care Workshop offered last fall. Our capacity to offer technical non-credit programs should increase in scope once the BOCES Center has been built. To compensate for the lack of resources at this time, the college has entered into a 1-and-1 degree program in industrial technology with Canton ATC whereby students would complete the first year of general education courses at NCCC and the second year of technical instruction at Canton ATC.

The growth of our Continuing Education Programs has begun to outstrip our regular programs for full-time students. With budget restrictions becoming more severe, instructional priorities and resource limitations can inhibit the college's efforts to deliver the level and quantity of Continuing Education opportunities we could otherwise attain. On the other hand, as full-time enrollment recedes and enrollment in extension programs increases, the college's commitment to the needs and interests of the community at large may intensify with the corresponding shifts in enrollment. Already a new account system has been established to handle funds for non-credit courses which we believe will make it possible to offer more non-credit programs than ever before.

Community Service

Our Community Service programs, while not providing any form of structured or sequential learning, do assume an important educational role. This form of extension service is especially important in a community college which must answer a variety of the community's educational needs. For example, as a community service, the college just recently arranged for representatives from Plattsburgh State College, Empire State College and the Regents Degree Program to come to Saranac Lake so that residents of the Tri-Lakes area could learn about the various Continuing Education opportunities available to them. Each year the college hosts a College Day program for high school juniors. The 90 students who came last year were enthusiastic about the activities which introduced them to various career choices and disciplines. But these two activities are not indicative of the breadth and depth of the Community Service programs sponsored by the college. On a basic level, the concept of community service includes the use of the main campus and the extension centers by community groups and local and state organizations such as the Well Child Clinic planning group, Cooperative Extension Service classes, training sessions for Head Start personnel, counseling by the Office of Vocational Rehabilitation, Mental Health Hygiene Association meetings, Essex County Center for Voluntary Action monthly meetings. The community is also invited to use our human resources. The college conducts a speakers' bureau at the main campus, listing all faculty

available for public engagement. At the extension centers our directors have been used frequently as speakers for community groups. This form of community service has been popular with innumerable organizations, including Senior Citizens, Rotary, Kiwanis, nursing homes and schools.

Many community programs allow the college to share its educational interests and concerns with the community. For example, two lectures, one on the significance of Kohoutek and another on world population growth, gave a perspective on events as part of a series of public lectures held in the Community Room of the Saranac Lake Free Library. In that series, a lecture on black name research and another on the emergence of a new China gave members of our staff a chance to share their personal interests with local people. "India Evening" presented highlights of the NCCC 1971 Winterim study tour of Italy, Iran and India, a tour conducted by instructors at the main campus but attended by community people as well as students. Other community programs such as "Trends in Community Mental Health", "Utilization of the Computer in Undergraduate Social Science Instruction", and "Child Abuse and Child Neglect" serve various special interest groups within the community. With 77% of the respondents to our community survey supporting special interest programs, we will continue to offer events such as these in the future.

However, even more, 78.7% would like to see NCCC continue to sponsor musical and artistic shows in the community events series. A wide variety of cultural affairs including choral and instrumental concerts, plays and play reading, art and photography exhibits are regularly offered for the public. Many of these productions not only present a cultural event to the public but also involve the public in the production. The Malone Music, Art and Theater Series is one such community effort. Representatives from various community organizations meet to plan and select Series events. The Series has brought to Malone: The Crane School of Music Jazz Ensemble, Potsdam's Chamber Dance Ensemble, and the Crane School of Music Chamber Choir, a print show featuring original prints by Picasso, Roualt and others, held at the same time as an impressive showing of weavings produced by students in extension center classes; and two highly successful folk music concerts. This organization has also conducted trips to centers in Lake Placid and Montreal where fine arts and performing arts events were held. The community is invited to take part in the dramatic productions presented seasonally. The annual children's theatrical presentation visits the schools throughout Essex and Franklin Counties. Both professionals and non-professionals, ranging from those of middle elementary age to senior citizens, make up the 40 to 50 musicians in each of the musical organizations, the NCCC Chorale, and the Instrumental Ensemble. The Chorale has performed at the local hospital at Christmas time and at the extension centers in the course of performing for various civic and social functions. The Ensemble has joined the Chorale at major concerts and, in addition, has given two summer concerts, one in Saranac Lake and one in Tupper Lake. As the Instrumental Ensemble matured, a stage band of 20 has developed from it. The cultural events have made the college visible to the community and because of community participation, have made the college more a part of the community. This intimate contact between the college student and the community has helped in the college's being accepted. In fact, nearly half of those polled in the community survey had attended a community event at either the main campus or an extension center.

"Community Service" is a concept that reaches beyond the realm of entertainment to include forms of responsibility to the community. Whereas the local community had relied upon massive spraying of insecticide to control the blackfly

population, two years ago the college in conjunction with the Saranac Lake Chamber of Commerce established a research project seeking a biological control of the blackfly in the Adirondacks. Last year, largely through the college's efforts, over $8,000 was collected to fund this community program. The extension Director in Malone has proposed, organized and now serves as one of the officers of all of the following service organizations. The Adirondack and Akwesasne Craft Cooperative, a craft marketing co-op of over 200 members, has recently received a $2,500 grant as a result of a request written by the Director. After having organized the Greater Malone Community Council, he is helping to activate the Bicentennial and Historic Restoration Committee and the Rural Arts Pilot Project Committee which will seek funding for cultural activities in Malone. Another organization which he helped found, the Franklin County Youth Hostel Association, has recently been chartered by American Youth Hostels, Inc. The Mohawk Crafts Fund, which was formed during the Business Organization and Management class that the Malone Director taught, now markets Indian goods throughout the Northeast. The Malone Music, Art and Theater Series is co-sponsored by the Malone Extension Center. The Elizabethtown Director has been most active in organization projects with other community agencies relating to the improvement of health conditions in the community. For example, a workshop co-sponsored by NCCC and the Essex County Cooperative Extension Services resulted in the formation of the Essex County Center for Voluntary Action which provides as one of its services free transportation to those needing it for medical and other purposes relating to a citizen's health and general well-being. In addition, a drug education workshop especially designed for elementary and high school teachers was sponsored by the Essex County Mental Health Services, Plattsburgh State University College and North Country Community College to provide information on current drug problems.

Extension In Time and Place

Extension Service implies an extension in terms of time and place as well as form. The community supports this definition; over half of the respondents to our community survey said that the evening was most convenient for taking any kind of course or workshop. In fact, a major portion of the activities mentioned has been offered at night. This includes non-credit courses as well as credit courses. The most varied response we had to our community questionnaire came when we asked what type of course did the college need to offer at night. The responses ranged from car maintenance to social problems, with 42.3% saying that all of the courses listed should be offered at night. We have also tried weekend courses and seminars and the concept of lunch hour sessions during the week has been proposed. Both the Associate Dean and our extension Directors foresee an even more varied slate of evening opportunities in the future. In another sense, the extension in time encompasses our Winterim and summer sessions, both of which have included continuing education and community events programs. In the past, however, there has been little interest in summer study. In Saranac Lake the summer program has been limited, recreational activities and conventional credit courses having been the most popular; at the extension centers, budgetary restrictions have made it difficult to offer all of the courses for which interest was expressed. To confront this problem, the Associate Dean and the extension Directors have made a concerted effort to meet as many interests and needs as possible, with a program that appeals to those in the area with only a casual interest in college courses and to the transient student at home or vacationing in the area during the summer months. Hopefully, the result will be an evenly distributed and fully developed summer program, with more courses being offered in more places in our sponsorship area than ever before.

A trend has developed to place learning opportunities in extension centers closer to where people live. In the case of North Country Community College, we have established not only an extension center in each of the county seats of our sponsoring counties but also satellite branches that reach out from the extension centers and the main campus to bordering locales. Our effort to extend the education process to area residents who are unable to attend classes at the main campus in Saranac Lake was necessitated by the fact that we serve the largest community college district in New York State. Thus we were one of the first community colleges to embody the recommendation in the 1972 *Master Plan* of the State University of New York which called for community colleges in areas with dispersed populations to develop multi-campus operations. While the advantages of this effort to reach out to our constituents are obvious, there are also many problems in administering such an extension program. The Associate Dean of the college is charged with the responsibility of coordinating the extension center activities. Assisting him are the two extension Directors and the North Country Community College Continuation Education Advisory Committee whose members represent the two-county sponsorship area.

Role of the Associate Dean

The Associate Dean is responsible to the Dean of the College for a number of activities related to the instructional area. In terms only of continuing education and community service, the Associate Dean is responsible for not only overseeing the entire extension service but also the extension programs emanating from the main campus. As a result of his eclectic role, he is pressed for time to develop and exploit the full potential of extension education. Because of the various demands, the Saranac Lake Center is just beginning to serve nearby Tupper Lake, a community as large as Saranac Lake. Nevertheless, the Associate Dean has made Tupper Lake the object of considerable effort this year. A complement of college courses has been introduced successfully, not only for high school students utilizing high school personnel as instructors, but also for community residents in evening sessions taught by full-time NCCC staff. With the success of the Medical Emergency Technology course given to emergency squad members in Tupper Lake and Long Lake and the shorthand refresher course at Ivy Terrace, a facility for Tupper Lake's senior citizens, non-credit as well as credit courses have become part of the continuing education program in Tupper Lake. This year we plan to offer one or two summer courses in Tupper Lake and next year we hope to attract more adults to the day program while maintaining our evening sessions.

The most formidable obstacle the Associate Dean faces is one of distance. The distance between the two extension centers and the main campus impedes communication between the Associate Dean and the Directors. Division chairmen feel they have been excluded from the management process in matters relating to course offerings, staffing and program supervision at the extension centers. To confront this problem, the Associate Dean has tried to consult with division chairmen more this year on extension matters. He also arranged for all division chairmen to visit the Malone Extension on a day when the Director and the staff were available. Most importantly, the Associate Dean has solidified the processes by which division chairmen are involved; he has been particularly active in the revision of the division structure to assure that division chairmen are given the time and means to oversee their responsibilities at the extension center. Even with optimum communication between campuses, the Associate Dean can be no more than a liaison between campuses while the extension Directors function more or less autonomously.

The same problem of distance has made the role of the North Country Community College Continuation Education Advisory Committee unwieldly and ineffectual. In its place the extension centers have used other means to gather information and gain assistance from area residents. The approach varies from informal meetings with other agencies and institutions involved in adult and continuing education to the formation of continuing education councils. Representation on the continuing education councils include the local public schools, BOCES, cooperative extension service, state employment office, anti-poverty office, and the extension center. The council provides a community voice, allows for the exchange of ideas for all the participating groups, informs each other of plans and developments and explores ways in which collaboration might make possible new programs or decrease costs or increase effectiveness of present programs. In view of its success, the continuing education council approach appears to be preferable to the formation of an advisory committee at each extension center.

Role of the Extension Center Director

This brings us to the role of the extension center Director. Because each Director is charged with the administration and operation of his respective extension center, he must provide leadership in the development, implementation and evaluation of a comprehensive continuing education and community service program while supervising all matters related to budget, course offerings and staff. In order to do so in a community college structure, the Director must represent the college to his area in the county and must cooperate with other agencies,organizations and individuals in planning the series offered by the center. He cannot be effective in this role without a thorough knowledge of the characteristics of his county, without being informed on local, state and national professional activities and without serving in various capacities at the main campus. However good the services of the extension center are, they will not be used unless the Director develops means of publicizing program information and prepares bulletins and releases for the media. In the past, the Director had to do all of these things while teaching two courses each semester and provide both counseling for students and advisory services to student organizations. However, as of the 1974 spring semester, the teaching load was reduced to one course each semester. This change implemented the Self-Study recommendation of the Dean, who recognizes that they need greater time for program development and for the numerous other demands of their position.

The selection of a staff is very important for continuing education programs especially since adults are not easily fooled by nor tolerant of incompetence in the classroom. In most cases, instructors for the continuing education programs are employed elsewhere full time. They are placed on the part-time salary schedule on the basis of degrees earned and past experience. The college has utilized the services of businessmen, lawyers, artists, professors from other colleges or universities and high school teachers to staff the extension classes. By drawing from such diverse resources in the area, the college gains new ideas and views. However, it is difficult for these part-time instructors, who usually teach one course and no more than two each semester, to be fully oriented to the procedures and policies that the college has developed to fulfill its philosophy and objectives. For this reason we also encourage instructors from the main campus to teach classes on an overload basis and in the future we plan to have some full-time instructors teaching at extension centers as part of their full load. In

this way we can strengthen the continuity of our programs. In addition, the extension Directors who supervise the continuing education programs can improve their lines of communication with the academic divisions at the main campus.

Continuity in courses and programs is equally important. The credit courses at the extension centers are intended to parallel the courses offered at the main campus. Reasonable comparability is achieved through consultation with division chairmen or the instructor who teaches the course at the main campus to insure that the course content is similar. To facilitate closer contact between extension center teachers and the chairmen of their respective divisions on the main campus, meetings have been scheduled to discuss teaching methods, grading, choice of text-books, comparability of course content and audio-visual and other back-up resources available. The use of *SIR* questionnaires has offered an essential addition in assessing the quality of instruction by the part-time instructors.

Extension Centers

The Malone Extension Center operates in the northern half of Franklin County which has two-thirds of the county's total population of 43,931 and is separated from the lower half by miles of thinly populated Adirondack Park land. Besides Malone, with a population of about 10,000, there are several villages where extension course might be offered. Beginning in the fall of 1973 three courses were held in Hogansburg, the center of the St. Regis Mohawk Reservation, in the northwest corner of the county 25 miles from Malone. At the same time, two courses were initiated in St. Regis Falls near the western edge of the county, just under 25 miles from Malone.

For its first four years the Malone Extension Center was housed on the first floor of an 1881 school building which was demolished in August, 1973. Extension Center headquarters are now located in the former Farmers National Bank building which the bank has given to the college. The Licensed Practical Nursing program is located in Howard House, the former dormitory of St. Joseph's Academy which the college has been given rent-free for at least two years. Four classrooms in Howard House are available for extension center evening classes as well as for the daytime practical nursing program.

The Elizabethtown Extension Center serves Essex County which has a total population of 34,631. The county covers an area of 1,826 square miles, much of it broken up and separated by the Adirondack Mountains. The 18 towns and several smaller villages within them range in size from a low of 197 for North Hudson to a high of 5,783 for Ticonderoga. During the past three years the Elizabeth-town Extension Center has offered courses at Ticonderoga, Crown Point, Willsboro, Schroon Lake, Ausable Forks, Port Henry and Elizabethtown. The Elizabethtown Extension Center, located in the former Elizabethtown Community Hospital, is named Hubbard Hall in honor of Mr. and Mrs. Eustace Hubbard, the original donors of the property. Extension courses at Ticonderoga are held in the Community Building with the other locations utilizing local high school classrooms in the evening.

One drawback for extension center students has been the lack of available library materials. A small reference library is located at both extension centers for the use of students, instructors and area residents. In addition, local community libraries are utilized. This shortage of library materials has been alleviated somewhat at the Malone Extension Center by the use of the second floor

of the public library as a reading room for extension center students. Through the budget of the main campus library, the college will contribute approximately $200 of periodical subscriptions to the public library this year as part of an effort to use college and library resources to maximum benefit of the community rather than building two separate and less adequate collections of books and periodicals. However, we need to ascertain the need for library resources in other areas served by the extension centers and plan realistically for these needs.

Enrollment

Enrollment at the extension centers has steadily grown over the past three years. The tables at the end of this chapter reflect this growth.

Conclusion

In conclusion, North Country Community College serves as many, and often more, part-time students through its continuing education and community service programs as it does matriculated students. And this is as it should be, for the community college is synonymous in essential meaning with the objectives of continued educational growth for all members of its sponsorship area and the extension of educational benefits to the citizenry-at-large through public service programs of all kinds. In condensed form, this chapter attempts to indicate the breadth and depth of the college's extension service. We expect our services to expand as the adult learner becomes more familiar with the college, for then the word is spread to family members, friends and the general public. Moreover, serving adults gives the college the opportunity to work with other agencies and institutions and to knit itself more finely into the fabric of the community. To accommodate this anticipated growth, we must deal with the problems alluded to in this chapter, problems of geographical distribution, budget, resources and administration. Opportunities for continuing education and community service programs are virtually limitless but the college must avoid the perils of overextending itself. Carefully planned and skillfully executed, a sound program marked by orderly growth can add significant dimensions to our educational endeavors. By catering to the real educational and cultural needs of our various constituents, the college can continue to extend educational opportunities to all citizens of Essex and Franklin Counties.

E L I Z A B E T H T O W N E X T E N S I O N

Semester	Year	Full-Time		Part-Time		Non-Credit		Totals		FTE's	Annual FTE's
		No.	Credits	No.	Credit	No.	Credits	No.	Credits		
Fall	1970			74	264.0			73	264.0	8.80	
Winterim	1971										
Spring	1971			110	363.0			110	363.0	12.10	
Summer	1971										20.90
Fall	1971			88	273.0			88	273.0	9.10	
Winterim	1972										
Spring	1972			102	396.0	26	26.0	128	422.0	14.07	
Summer	1972			39	185.0			39	185.0	6.17	29.34
Fall	1972	2	24.0	120	426.0	13	14.0	135	464.0	15.47	
Winterim	1973			28	23.0			28	23.0	.77	
Spring	1973	2	27.5	156	481.0	34	38.4	192	547.0	18.24	
Summer	1973			72	216.0			72	216.0	7.20	41.68
Fall	1973	3	36.0	141	499.5	42	32.18	186	567.68	18.92	
Winterim	1974			14	14.0	7	7.40	21	21.40	.71	
Spring	1974	16	193.5	173	491.5	50	21.00	239	706.00	23.53	

MALONE EXTENSION

Semester	Year	Full-Time		Part-Time		Non-Credit		Totals		FTE's	Annual FTE's
		No.	Credits	No.	Credits	No.	Credits	No.	Credits		
Fall	1970	13	171.0	74	291.0			87	462.0	15.40	
Winterim	1971			21	51.0			21	51.0	1.70	
Spring	1971	13	165.0	74	405.0			87	570.0	19.00	
Summer	1971			37	126.0			37	126.0	4.20	40.30
Fall	1971	14	196.0	60	203.0			74	399.0	13.30	
Winterim	1972							-	-	-	
Spring	1972	14	192.0	44	223.0			58	415.0	13.83	
Summer	1972			20	10.0			20	10.0	.33	27.46
Fall	1972	8	96.0	57	204.0	280	249.0	345	549.0	18.30	
Winterim	1973			185	183.0			185	183.0	6.10	
Spring	1973	16	226.0	185	548.0	103	192.0	304	966.50	32.21	
Summer	1973			64	162.0			64	162.0	5.40	52.01
Fall	1973	20	268.0	235	742.0	184	246.2	439	1,256.20	41.87	
Winterim	1974			81	105.0	28	18.70	109	127.70	4.12	
Spring	1974	19	279.5	129	572.0	109	259.82	257	1,111.32	37.04	

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INSTITUTIONAL RESOURCES

Because a college is primarily concerned with the business of teaching the means by which this activity is financed, the physical facilities and equipment that create the teaching environment and the supporting service personnel who maintain the conditions under which teaching is possible, are often relegated to a secondary role. Yet, without these resources, we would lack the basic means by which we can accomplish our educational goals.

Budget Preparation

The first step in assessing our college's fiscal status is the review of the process by which a budget is prepared and administered. This begins early in January when the Admissions Officer, Registrar and other administrative officers of the college review enrollment trends in an attempt to properly project enrollment for the following year. Meanwhile, in the instructional area division chairmen develop a budget request for their respective divisions based upon the supplies, travel requests and other instructional needs of the people in their divisions. These budget requests are then submitted to the Dean of the College by the middle of February so he can meet with each division chairman to review the individual budgets before March first.

By that date the Dean must approve all division budgets and forward them to the Business Manager whose responsibility is to collate the budget requests of all areas - Instruction, Library, Maintenance, Student Services and Administration - and weigh these preliminary estimates of expenditures against the estimated income. A budget committee made up of representatives from administration, faculty, Student Services and other representative groups meets with the Business Manager during the month of March to assist him in reviewing the proposed budget and to make recommendations. If changes in budget requests must be made, the process is reversed. The Business Manager presents the recommended changes to the Dean of the College or other area administrator who must inform his division chairman or other appropriate subordinates so that ultimately the staff affected by the recommendations can consider the changes. The recommendations that eventually come down from this process are incorporated in a revised budget proposed by the Business Manager and approved by both the Budget Committee and the Business Manager. The President of the College then receives the revised proposed budget in its total form. Since the President must make final determinations in terms of budgetary priorities, he usually attends all committee meetings to keep abreast with the considerations that affect the final budget while it is being prepared. This saves time once he receives the total proposed budget. After the President gives his approval, it is presented to the college Board of Trustees, the boards of our sponsoring counties and the State University Trustees, in that order, for their approval.

Review of Preparation Process

The objective of this process is to arrive at a realistic acceptable budget by the end of August. There are, however, several factors that can impede this schedule and disrupt our financial planning. First, since negotiated changes in salary schedules are a major variable in each year's budget, the preparation process can be seriously delayed if negotiations under the collective bargaining provisions of the Taylor Act are prolonged. We can control this variable if we start bargaining procedures early enough to complete negotiations before May first.

Other variables are beyond our control. For instance, the level of state aid for community colleges can change from year to year. Currently a proposal to change the formula for state aid, to give additional aid to community colleges offering technical courses, is being considered for next year. Another variable affecting the entire nation is the fluctuation in the cost of living. The present inflationary trend makes it most difficult to estimate expenditures. This year the soaring increase in the price of heating oil, in itself, disrupted our budgetary planning. Another national trend, that of declining full-time enrollments on college campuses, has also been detrimental to our estimated income, which cannot be totally compensated by our increasing part-time enrollment. Although variables such as these are beyond our control, the financial operation of the college clearly reflects the need for the initial preparation of a realistic budget. In planning the budget we must squarely face the facts of spiralling costs and declining enrollment in order to operate without having drastic cuts toward the end of the fiscal year. To solve this dilemma for the coming year, we have made some temporary adjustments that affect most of the staff. However, we don't foresee the problem abating and will have to continue to look for a long-term solution that will stabilize our finances.

Operating and Capital Budgets

Tables I through V on the following pages adequately show the past and present fiscal status of North Country Community College. While a detailed analysis of these tables is not necessary, some brief commentary on both the Operating Budget and the Capital Budget is useful. The Operating Budget of the college has increased from $642,486 in the first year of operation (1968-1969) to $1,923,755 in the sixth year of operation (1973-1974). In this six-year period, the scope of responsibilities and the amount of work delegated to the Business Office has multiplied with the increased volume of money. The Business Office adheres to a number of accounting policies in accordance with the various local, state and federal governmental bodies involved. The sources of income include, for example, tuition, chargebacks, state aid, federal grants and allocations from two sponsoring counties. This diffusion of sources presents problems. The first three months of our fiscal year (September through November) are a most difficult period for us financially. Our major income for this first quarter is from tuition. It is late November or early December before chargebacks from counties outside of the sponsoring area, whose residents are students at NCCC, begin to arrive in any significant amount. The first payment of state aid also arrives about this time. Because our sponsoring counties operate on the basis of a different fiscal year, these counties should not give us money before January of each year. Although both sponsoring counties have been very cooperative in making advances on the next yearly budget, our cash flow for the first quarter is limited. Yet the bulk of expenditures for instructional supplies and other needs comes early in the college year; thus, it is late in December before we can catch up on most of our bills. This is but one of a number of major complications in managing our fiscal affairs, all of which make it difficult to interpret accurately the system of accounts and supervise the multiple functions of the Business Office. Since we were a relatively new institution attempting to follow the uniform system of accounts provided for community colleges by the state of New York, we requested that the office of the State Comptroller, Division of Audits and Accounts, perform an audit.

The audit report on North Country Community College as of August 31, 1971, was critical of the adequacy of our financial records and procedures. For example, the report stated that there was a lack of internal control over the receipt and

TABLE I

NORTH COUNTRY COMMUNITY COLLEGE

OPERATING 1973-74 REVENUE

	REVENUE PROPOSED	PER CENT
Offset to Expenses	$ 9,500	0.5
Federal Projects	139,287	7.2
Student Tuition	424,127	22.0
State Aid	597,675	31.1
In Lieu of Local Sponsor	311,600	16.2
Sponsor	441,566*	23.0
Total	$ 1,923,755	100.0%

*$220,783 per county

TABLE II

NORTH COUNTRY COMMUNITY COLLEGE

OPERATING 1973-74 APPROPRIATIONS

	Proposed Budget Salaries	Proposed Budget Equipment	Proposed Budget Contractual Expenses	Proposed Budget Total
Instruction	$ 849,595	$ 28,950	$ 84,540	$ 963,085
Work Study	50,000	-	-	50,000
Sponsored Program	13,287	-	86,000	99,287
Public Service	-	-	5,000	5,000
Library	33,304	-	26,540	59,844
Student Service	158,604	950	29,953	189,507
Maintenance	60,024	4,500	58,000	122,524
Administration	109,957	8,600	37,580	156,137
General Institution	-	-	17,500	17,500
Retirement	-	-	162,489	162,489
F.I.C.A.	-	-	52,550	52,550
Compensation	-	-	2,500	2,500
Life Insurance	-	-	4,832	4,832
Disability Insurance	-	-	1,500	1,500
Health Insurance	-	-	37,000	37,000
Total	$ 1,274,771	$ 43,000	$ 605,984	$ 1,923,755

TABLE III

NORTH COUNTRY COMMUNITY COLLEGE

OPERATING STATISTICS

	1970-71	1971-72	1972-73	1973-74 Proposed
Per County Contribution	$ 175,462	$ 165,150	$ 183,971	$ 220,783
Full-Time Equivalent Students	Budget	Budget	Budget	Budget
	975	825	825	825
	Actual	Actual	Actual	
	817	821.83	864.3	-
Teacher/Student Ratio	15.6-1	17.2-1	15.9-1	15.3-1
Total Personnel	102-1/4	97	107-1/2	105-1/2
Cost/Student	$ 1,504	$ 1,943	$ 2,311	$ 2,332
Student Tuition Rates:				
Full-Time	$ 400	$ 450	$ 550	$ 550
Part-Time	$ 14	$ 19	$ 19	$ 19
Audit	$ 7	$ 9.50	$ 9.50	$ 9.50

TABLE IV

FUND BALANCE SCHEDULE

1969	Fund Balance	($56,161.58)
1970	Fund Balance	($57,435.62)
1971	Fund Balance	($111,469.47)
1972	Fund Balance	($62,743.49)
1973	Fund Balance	$16,864.68

TABLE V

TUITION SCHEDULE

	Full-Time	Part-Time
1970-1971	$ 400.00 Annual	$ 14.00 cr. hr.
Out-of-State	$ 800.00 Annual	$ 28.00 cr. hr.
1971-1972	$ 450.00 Annual	$ 19.00 cr. hr.
Out-of-State	$ 900.00 Annual	$ 38.00 cr. hr.
1972-1973	$ 550.00 Annual	$ 19.00 cr. hr.
Out-of-State	$ 1,100.00 Annual	$ 38.00 cr. hr.
1973-1974	$ 550.00 Annual	$ 19.00 cr. hr.
Out-of-State	$ 1,100.00 Annual	$ 38.00 cr. hr.

deposit of cash and over procedures to account for student tuitions, fees and other college revenues. As a result, financial reports were incorrect and the Board of Trustees was not kept informed of the true financial condition of the college. The same criticism was leveled at the adequacy of employee attendance records and of procedures for payroll preparation. Another area criticized by the Department of Audit and Control was that of the purchasing practices of the college which did not always conform to the rules and regulations of the local sponsors. As a result of the audit, we have taken the steps necessary to provide adequate supervision. We have also added new personnel who have the expertise and experience in accounting. We now have efficient means and procedures for keeping records and following prescribed rules and regulations and are rapidly overcoming the problems identified by the auditors.

Capital expenditures have been minimal during our first six years of operation mostly because the college has been operating in temporary facilities which required few major renovations. The college developed a master plan for the development of a permanent campus. Land for the campus is being acquired through funds provided by the North Country Community College Foundation and by an equal amount of state aid. The Foundation is a non-profit corporation not affiliated with the college proper. While private funds have accommodated capital expenses for the new campus until now, both counties soon should be allocating funds for their share of the building construction. The State of New York through the SUNY Board of Trustees provides funds for community college construction equal to those provided by the local community.

Table VI represents the Master Plan Budget Estimate and the costs shared proportionately by New York State and Franklin and Essex Counties.

College Facilities

When the college first opened its doors in 1968, the doors were those of the temporary facilities acquired as gifts from local agencies. Having the use of these facilities was fortuitous because we had the time to plan a campus around the community and adapt it to our needs. Because the college serves a large geographic area and attracts a significant proportion of students who must rent residences in the village of Saranac Lake, the life of the college and the life of the village are much more intimately entwined than is often the case with community colleges serving a more limited area of daily commuters. In choosing a permanent site we continued to believe that if North Country Community College is to be a productive and involved force in the community it serves, it must preserve its integral relationship with the community. Thus, in 1969 the present location and about 90 acres of adjoining land was chosen as the permanent site for the new college campus. We could not only assimilate the existing former hospital building but also take advantage of the natural beauty of the site to attract attention to ourselves. We feel that the site selected was in keeping with the philosophy and objectives of a community college: the central location of the college along with its comprehensive curriculum combine to provide the potential for a long-term focal point and sounding board for community activity, regional philosophy and direction. In addition, it promotes the unique character of this college in reflecting the sense of camaraderie and intimacy which historically has been nurtured by and symbolic of Adirondack man's partnership with nature.

Once the site was selected, students, people from the community, county supervisors, trustees and college staff were invited to participate in planning

TABLE VI

MASTER PLAN BUDGET ESTIMATE (87,000 s.f. Program) (12.5.72)

	Construction Cost
Building Construction (1974 Bid Date)	
Academic Building (37,680 net, 56,500 gross s.f.)	$ 2,542,500
Physical Education Building (20,300 net, 30,500 gross s.f.)	1,372,500
SUB-TOTAL	3,915,000
Sitework and Utilities	1,300,000
SUB-TOTAL	5,215,000
Furnishings and Equipment	315,000
SUB-TOTAL	5,530,000
Professional Services	470,000
SUB-TOTAL	6,000,000
Contingency (5%)	300,000
SUB-TOTAL	6,300,000
Renovation and Rehabilitation (River Street Hall and Main Hall)	200,000
TOTAL	$ 6,500,000

Total Project Cost (not including land)	$ 6,500,000
State Share	$ 3,250,000
Total Local Share	$ 3,250,000
Share for Each Participating County	$ 1,625,000

for the new campus. The ideas generated by seven sub-committees were channeled to a General Planning Committee which coordinated all of the planning. By 1970, when the State University of New York agreed to allow the college to plan for a campus that could accommodate 1,000 full-time and 750 part-time students, we were well on our way toward identifying what we needed and wanted in the way of a permanent campus that would give physical expression to the college's philosophy. The challenge to the architectural firm we contracted, Benjamin Thompson and Associates, was to design a master plan for North Country that translated its community orientation and philosophy into physical realities - a campus that encourages the community to use our facilities for artistic, intellectual and social activities, a campus where faculty, students and laymen come together easily and naturally, rather than one that stimulates social stratification between sectors of the community. The same concept of an intimate milieu was extended to the natural environment of the Adirondacks. In fact, selection of the existing site made it possible to restore a parcel of land which in part was formerly spoiled through use as gravel pits, a car dump and a railroad. Other features of the campus needed only to be preserved - the natural contours of the varied terrain, the trees and pond, the lake and mountain views. To appreciate the beauty of this Adirondack arboretum, we planned for "vision strips" which allowed us to see outside from almost all areas in the buildings. And we planned to locate the academic building and physical education building on approximately the same contour level as the existing building where the view ranges from Lake Flower to the west to Mount Baker in the east. In keeping with our concern for the aesthetic features in the structural design and landscape as well as utilitarian features, we planned for natural materials, such as wood in the interior, and discouraged synthetic appearances to the point of requiring people to walk short distances from parking lots to facilities in order to hide parking areas as much as possible. Even though we want a campus that is compact and efficient, we also planned for out-of-doors use of the site with a network of paths that wind among trees and around rocks, with a small natural pond which is to be carefully protected, and with wetlands to the south which will be preserved for walks along nature trails. While we do not want the physical education facility as the focal point on the campus, we did plan for grounds which can be used for life sports natural to the Adirondacks.

In terms of teaching facilities we planned for flexibility and multi-use, but we did not want so much flexibility that the facility is not really satisfactory for any one use. In order to respond to the critical need for post-secondary occupational education, we placed particular stress on adequate laboratories and similar work areas. The lab facilities are designed to allow free access to preparation areas without disrupting lab classes in progress. Other lab space is accessible throughout the day for students working on individual projects and throughout the year for long-term experiments. Ample space is planned in order to provide room for storage, preparation and the installation of safety equipment. Variety in size and form underlies the plans for general classrooms: some large, tiered classrooms, some with corner teaching stations, some with blackboards on two or more walls and one informal classroom with carpet and fireplace instead of desks and chairs. All regular classrooms will have a rear entrance to reduce distraction and screens and blackout curtains for A.V. use. As an extension of the philosophy we presently work under, we planned for classroom groupings that are comparatively small and private offices, however small, for most faculty.

The integration of facilities is another important facet of the design. For example, the physical education building is to be adjacent to playing fields and accessible to the community. The auditorium, which will be used for instruction

as well as for theatrical and musical performances, is adjacent to each of these three areas. A counseling office is part of the developmental education complex which is also designed for optimum interaction between faculty and students. Both library and student services facilities are centrally located on campus so that they become central in a psychological sense. The administrative offices, business office and Registrar's office are logistically clustered together. We have even created "traps" for stirring curiosity about the arts, the sciences and other curricular and co-curricular activities at the college. We have sought a design wherein faculty, counselors and students come together easily and naturally.

The architect chose to develop the village street theme proposed by the college. Since it is in keeping with our community orientation, it relates well to the natural shape of the land and to the existing former hospital building that the college will continue to use for many years and it tends to mix college activities, a tendency which the college encourages. The street is composed of a mixture of college activities, ranging from recreational at one end to research at the other. En route one should make frequent and unexpected contacts among all members of the college community. In all aspects of the planning of the individual spaces that will be encountered along this street, the architect will attempt to provide for informality, variety and intimacy of human relationships as well as a visual experience that is stimulating to life at this college.

Table VII on the following page relates to the present use of existing facilities. Excluded from it are all space allocations which do not directly relate to student activities. Once the building program is completed, most of Main Hall will be a student activity center and all of River Street Hall will serve art students. Table VIII, also following, is a comprehensive listing of space allocations for the new facilities proposed in our master plan.

TABLE VII

PHYSICAL SPACE INVENTORY OF EXISTING FACILITIES:
SPACE RELATED TO CURRICULAR AND CO-CURRICULAR ACTIVITIES

Building	No. of Rooms	Total Sq. Footage
Art Building:		
Instructional use	6	1,230
Faculty offices	1	130
Special use:		
kiln	1	132
workshop	1	344
College Hall:		
Instructional use	2	415
Faculty offices	9	1,412
Special use:		
bookstore	2	360
Drama Workshop	1	1,350
Gymnasium:		
Instructional use	1	503
Faculty offices	3	581
Special use:		
court	1	2,800
workout room	1	675
Main Hall:		
Instructional use	19	5,224
Faculty offices	14	1,760
Special use:		
AV study	1	180
AV library	1	224
Library	1	1,823
Cafeteria	1	774
River Street Annex:		
Instructional use	2	1,724
River Street Hall:		
Instructional use	4	1,958
Faculty offices	3	502
Special use:		
Game room	2	1,206
Student lounge	1	656
Cafeteria	1	656

TABLE VIII

SPACE ALLOCATIONS IN MASTER PLAN

FOR NORTH COUNTRY COMMUNITY COLLEGE

Academic Building	Occupancy	Area	Net Sq. Ft.
Administration:			
Office and reception	2	1 @ 200 s.f.	200 s.f.
Office	1		400
			600 s.f.
Faculty Offices:	1	12 @ 100	1,200
	2	2 @ 220	440
			1,640 s.f.
Classrooms:			
Tiered lecture hall	100	1 @ 1500	1,500
Tiered lecture hall	100	1 @ 1200	1,200
Classroom	50	4 @ 800	3,200
"	40	1 @ 720	720
(1 moved "	30	3 @ 480	1,440
to P.E.) "	25	1 @ 400	400
			8,460 s.f.
Science:			
Laboratory	24	4 @ 1200	4,800
Support	--	1600	1,600
			6,400 s.f.
Business:			
Laboratory	20	2 @ 600	1,200
			1,200 s.f.
Auditorium-Lecture Hall:			
House	300	1 @ 2650	2,650
(Addn.) Green Room	---	1 @ 150	150
Stage	---	2100	2,100
Work-Storage	---	2100	2,100
			7,000 s.f.
Music:			
(inc. of recording & TV & computer term.	-	1 @ 360	360
110 s.f.) Practice Rooms	1	4 @ 75	300
Storage	-	1 @ 400	400
Office-studio	1	1 @ 150	150
			1,200 s.f.
Developmental Ed.-Counseling, General:			
Counseling office	1	1 @ 150	150
Developmental ed. office	4	1 @ 600	600
Developmental ed. workshop	12	1 @ 450	450
Carrel study area	20	1 @ 450	450
			1,650 s.f.

(Table VIII cont'd)

Academic Building	Occupancy	Area	Net Sq. Ft.
Library:			
Circulation desk area			425 s.f.
Storage & micro-film storage & workroom			925
Typing booths	1	4 @ 35	140
Micro-film reader carrel	1	3 @ 80	240
Catalogs			300
Offices	1	1 @ 200	200
	1	4 @ 150	500
Carrels	1	25 @ 25	625
General seating	75		1,875
AV production			300
Stack area for 40,000 vol.		@ 15	2,670
Periodical area			500
			8,800 s.f.
		NET TOTAL	36,960 s.f.
		GROSS TOTAL	
Physical Education Building:			
Office and box office area	7	1 @ 600	600
Gym	900	1 @12,100	12,100
Storage-equipment	-	1 @ 900	900
Locker-shower rooms	-	2 @ 1,000	2,000
Pool	-	1 @ 4,700	4,700
Classrooms	40	1 @ 720	720
		NET TOTAL	21,020 s.f.
		GROSS TOTAL	
Grand total (net)			57,980 s.f.
Grand total (gross)			87,000 s.f.
Difference between gross and net			30,020 s.f.

Library

Since the library at North Country Community College is meant to serve as the intellectual and cultural center of the campus, it merits particular attention as an institutional resource. To convey its central importance, the library also assumes the ancillary function of providing orientation, instruction and advisory services to the faculty and students in the use of library resources. This brief overview of the library will include a look at its past and present capacity to serve the college's needs with a view toward those evolutionary factors that will influence its future development.

When the college opened in 1968 the original collection of 5,513 books and 102 periodicals was designed to serve the immediate needs of the original curricula. The head librarian established the needs of students and faculty in the fields of liberal arts and sciences and in the career programs, then selected titles from the basic *Choice* list for college libraries. These selections were supplemented with the requests of faculty where particular curricular needs had to be met. Over a five-year period, the increase in the number of holdings has paralleled the increase in library expenditures. This growth as well as the present scope of our library collection may be determined by the budget summary (Table IX), the analysis of our book collection content (Table X) and the categorized distribution of our periodical holdings (Table XI).

The library has an adequate budget for print material but is limited in terms of staff. Since our first priority is to purchase, maintain and disseminate material that corresponds to current curricular demands and general interest, our library staff does not have enough opportunity for planning, reporting, reviewing or for providing instructional and other public services. To economize on staff time, books are procurred through the Alanar Book Processing Center which delivers material fully catalogued and processed with cards, pockets and plastic jackets ready for circulation. Periodicals are processed through a subscription agent and are not bound; instead, selected titles are purchased on microfilm, which conserves shelf space as well as time. These measures give the staff more time to involve faculty and students in ordering books and materials in their fields of interest, compile reading lists in special subject areas, give students and faculty bibliographic help, prepare reserve shelves for instructors, and print acquisition lists of new books, periodicals and media material. Nevertheless, we realize that we cannot go back and pull records and statistics we have not kept. Meaningful statistics on acquisition, inventory, loss and/or replacement and circulation are necessary if we are to keep pace with the curricula and the interests of students and faculty. Our Self-Study made us realize that we need adequate information, especially now that it is time to begin to weed our collection to eliminate obsolete or worn out materials and to establish our essential needs for new material. Once the process of computerizing periodical holdings, subject classification and other pertinent data is completed, it will be relatively easy to continue the procedure of collecting information and publishing the results in an annual report, upon which we can make future decisions.

The current library collection consists of 18,915 books and 320 periodicals, a 120 volume revolving McNaughton Collection of latest fiction and non-fiction, periodical indexes and standard reference works. A special assemblage of Adirondack lore and history is part of the total collection. Combined with that of the Saranac Lake Free Library, for which we will have a set of their completed catalog cards, the books, pamphlets, documents, maps, pictures and postcards in our

TABLE IX

BUDGET REQUESTS

	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Salaries		28,940.00	42,746.00	52,090.00	57,732.00	57,857.00	
Materials		13,500.00	50,000.00	33,232.00	35,000.00	37.883.00	
Other		3,500.00	1,000.00			3,400.00	Equipt.
Totals		45,940.00	93,746.00	85,322.00	92,732.00	99,140.00	

ACTUAL LIBRARY EXPENDITURES

Salaries	10,565.03	30,275.00	44,697.42	52,089.86	46,093.76	47,530.52	
Materials	7,226.70	13,709.55	32,900.51	30,159.50	28,218.63	36,264.72	
Other	584.36	1,632.97	2,345.93	3,072.49		829.79	Equipt. repl.
Totals	18,376.09	45,617.52	79,943.86	85,321.85	74,317.39	84,625.03	

BUDGET REQUESTS

		Ed Com.
Salaries	33,304	11,058
Contractual	26,540	3,925
		Film rental 2,060
		EC Contract 1,650
		Division requests 2,500
		EC Equipt. 420
		Division requests (equipt)
Totals	59,844	+ 21,613 = 81,457

TABLE X

BOOK HOLDINGS

Classification	1968 No. of Books	%	1973 No. of Books	%
General Works	136	2.5	214	1.3
Philosophy - Religion	303	5.5	972	5.8
History	67	1.2	213	1.2
History & Topography (except America)	498	9.0	1,439	8.6
America and United States	325	5.9	1,172	7.0
United States (local)	108	2.0	424	2.5
Geography - Anthropology	135	2.4	768	4.6
Social Science	426	7.7	1,582	9.4
Political Science	125	2.3	384	2.3
Law	24	.4	164	.9
Education	83	1.5	478	2.8
Music	85	1.5	292	1.7
Fine Arts	193	3.5	590	3.5
Language and Literature	1,096	19.9	3,104	18.6
Fiction	-	-	1,164	
Science	550	10.0	2,004	6.9
Medicine	250	4.5	785	12.0
Agriculture	14	.3	161	4.7
Technology	44	.8	378	.9
Military Science	15	.3	88	2.2
Naval Science	3	.1	32	.5
Bibliography and Library Science	136	2.5	392	.2
Unclassified Reference	156	2.8	-	2.4
Paperback	135	2.4	-	-
Books in Progress	606	11.0	-	-
TOTAL	5,513		16,680	

Adirondack Collection — 2,000 items (approximately)

TABLE XI

INVENTORY OF PERIODICALS 1973-74

Classification	No. of Periodicals	Percentage of Collection
Accounting	2	.4
Adventure	1	.2
Advertising	1	.2
Aeronautics, Astronautics	2	.4
Africa	1	.2
Air & Water Pollution	5	1.0
Alcoholism	2	.4
Anthropology, Archeology	6	1.2
Architecture	2	.4
Art	14	2.8
Asia	2	.4
Astronomy	2	.4
Banking & Finance	5	1.0
Bibliographies	14	2.8
Black Culture	5	1.0
Business & Industry	20	3.9
Chemistry	2	.4
Children & Youth	8	1.6
Cities & Towns	3	.6
Civil Rights	2	.4
Communications	8	1.6
Conservation	9	1.8
Criminology, Law Enforcement	18	3.5
Current Events	18	3.5
Earth Sciences	4	.8
Economics	4	.8
Education	42	8.3
Environmental Sciences	8	1.6
Ethnology	3	.6
Fashions	6	1.2
Folklore	5	1.0
Foreign Affairs	13	2.5
General Periodicals	36	7.1
Geography	2	.4
Government	8	1.6
Health	7	1.4
History	12	2.3
Hobbies	6	1.2
Humanities	10	2.0

Table XI (cont'd)

Classification	No. of Periodicals	Percentage of Collection
International Relations	9	1.8
Journalism	4	.8
Library Periodicals	11	2.2
Literary & Political Reviews	33	6.5
Literature	21	4.2
Management	5	1.0
Marketing	2	.4
Media	18	3.6
Music	12	2.3
Nurses & Nursing	4	.8
Occupations	1	.2
Philosophy	6	1.2
Political Science	28	5.5
Protest, Controversy & Dissent	10	2.0
Psychology	15	3.0
Radiology	4	.8
Religions & Theology	4	.8

Adirondack collection represents a lodestone of the history and legend of the area. This cooperation from the Saranac Lake Free Library is not an isolated instance. The town library is used considerably by students as well as faculty, particularly on weekends. Material is put on reserve for the use of students whenever occasion demands. Nor is this cooperation limited to the town library; other local institutions such as Will Rogers Hospital, Trudeau Institute and Ray Brook Rehabilitation Center share their extensive resources with us.

Adequately serving our extension centers is an onerous problem for us. Therefore, when the Malone Extension Center has the use of the town library we are happy to reciprocate by subsidizing a periodical collection there for the use of our students. To determine the problems inherent in providing library services for such a large geographical area and to solve these problems with assistance when we can facilitate services and with subsidies where they may be appropriate, we have met and will continue to meet with librarians in the two-county area. The North Country Reference, Research, Resources Council is a valuable asset in coordinating the services of area libraries. With our limitations, cooperation efforts such as these have greatly augmented our capacity to serve the college. The resources of local health-related institutions have complemented our life science curricula. We have been able to keep abreast of current events and present all sides of controversial issues. Our inter-library loan system has been successfully utilized in meeting a wide spectrum of the needs of both faculty and students and has allowed the college to fulfill needs of the community.

The term "library" is becoming a lexicological anachronism. The library in our electronic age must enlarge its role to encompass new forms of intellectual stimuli. Our library has expanded in form and function in order to continue to be a learning resource center. We now include in our collection such non-print material as videotapes, audiotapes, filmstrips, records, film loops, micro-film, rental films and reproductions of paintings. Naturally, we also must provide the audio-visual equipment necessary for non-print material. Table XII represents the current inventory of non-print material and equipment which we have accummulated in the last five years.

Again, faculty and students have a direct voice in determining what non-print material and software should be purchased. Although responsibility for evaluating and selecting equipment is the responsibility of the educational communications specialist who is part of our library staff, he relies upon the recommendations of students and faculty in making his decisions. The educational specialist's instructional role also includes demonstrating the use of AV equipment, making colored slides, transparencies and other instructional and producing video tape programs. However, instances of disorganization and mismanagement that hinder the effectiveness of the AV department were identified in the AV department. We have to improve upon methods of keeping inventory, processing instructional requests and monitoring use of equipment.

Other Self-Study recommendations pertain to the entire library staff. While additional library personnel would alleviate many problems, better training and supervision of student assistants can partially relieve an overworked staff. Formal advisory committees representing faculty and students can improve upon our present capacity to make decisions. Other means of increasing interaction with faculty lead to more meaningful library/media programs. Changes in a budget structure and in inventory control can improve services. Detailed staff

TABLE XII-A

AV EQUIPMENT FOR CLASSROOM USE

Equipment	Owned by Library	Owned by Instructional Divisions
Super-8 Motion Picture Cameras	* 4	-
Super-8 Projectors	* 2	-
16mm Projectors	5	1
Super-8 Film Loop Projectors	* 3	-
Filmstrip Projectors	* 2	1
Overhead Projectors	8	-
Slide Projectors	* 7	2
EDL Readers	-	2
Filmstrip Previewers	* 2	-
Slide Previewers	* 2	-
Record Players	* 8	-
Language Masters	-	2
Cassette Recorders	* 11	4
Reel-to-Reel Tape Recorders	2	-
TV Cameras	* 2	-
TV Sets	4	1
Video Tape Recorders and/or Players	* 3	-
Yashica 2x2 Camera and Flashgun	* 1	-
Singer Synchronized Slide/Cassette Recorder/Player	1	-

*Can be borrowed for overnight use by faculty and/or students.

TABLE XII-B

STATIONARY EQUIPMENT - LIBRARY

Micro-film Reader	2
Micro-film Reader/Printer	1
Super-8 Film Loop Projector	1
Record Player	1
Cassette Recorder	1

STATIONARY EQUIPMENT - AV OFFICE

Nikon FTN 35mm Camera	1
Copystand with Lights	1

TABLE XII-C

NON-PRINT MATERIAL + AV SOFTWARE
AVAILABLE FOR CIRCULATION*

Cassettes	251
Records	497
Reel-to-Reel Tapes	40
Video Tapes	54
Super-8 Film Loops	45
Filmstrips	23
Microfilm Reels	958
Multi-media Kits	12
Paintings	141

*Does not include raw stock.

manuals and handbooks for faculty and students can clarify our purpose and function. There are general weaknesses which one might expect to see emerge in a self-study but the fact that our library is implementing changes that will improve its services makes this self-criticism worthwhile. By keeping track of circulation figures and soliciting student and faculty opinions on its services, the library staff's own perspective has been balanced with an external view. The results of the questionnaires distributed to students and faculty are available in the Library Report.

Table XIII represents circulation figures for various library material during the 1974 spring semester.

TABLE XIII. CIRCULATION FIGURES 1973-74

	September	October	November	December	January	February	March	April	as of 20th May	June	July	Years Total as of May 20	
Books													
Student	501	592	739	268	121	334	491	386	246			3,678	4,003
Faculty					100	72	96	55	2			325	
Records	---	51	25	16	21	13	60	31	18			235	
Pictures	---	15	6	1	2	12	10	4	--			50	
McNaughton	---	18	43	7	39	36	48	41	20			252	
Cassettes	---	---------->											
Serials									inc.				
Student	225	331	468	151	13	32	78	210	216			1,724	2,140
Faculty	<----	231	------>		53	68	25	39				416	

The limited facilities of the library have had a direct effect on its operational efficiency. The library is temporarily situated in Main Hall, the former Saranac Lake General Hospital building. Within the 5-1/2 years the library has been in existence, the physical layout has increased from 1,950 square feet to 3,387 square feet. A women's ward on the first floor was converted to the main library which houses the bulk of the book collection, reference materials, a select group of current magazines, newspapers and the record collection. Even though the main library annexed another small hospital room, as it continued to grow, books in the area of fiction, agriculture, technology, military and naval science and bibliography had to be moved to the basement along with the rest of our periodicals, our microfilm and a portion of the indices. Temporarily, the Adirondack collection has been shelved in the attic. The AV office took over the former emergency

room which was also at the basement level.

Despite our imperfect attempts to keep up with the library's growth, facilities remain over-crowded. There is not enough seating space for study and leisure reading. Some books wait for space in the stacks, finding a spot on the shelf only when another volume is out on loan. We do not have enough space to retain all back issues of periodicals. Students using the micro-film readers vie with others trying to locate material in the indices. Because classroom buildings are physically separated, some AV material and equipment is scattered throughout the hallways and closets of the campus.

Obviously these conditions hamper the library in serving faculty and student with optimum use of personnel, material and equipment. But then, too, when the college planned for the use of the former hospital's facilities on a temporary basis, it could not foresee the prolonged delay of the building program. In this context, we have made the best of an undesirable situation and we think we still managed to provide services at least minimally acceptable. Nevertheless, we look forward to the new library with its 8,800 square feet of integrated space. And our present circumstances made us well aware of what was needed in its design: the potential for flexible usage and expansion, the capacity for staff to perform their services effectively and service areas that accommodate the user. The future library will provide ample space for reading and study, numerous carrels wired for listening and viewing, typing and work rooms, and storage areas for library and audio-visual material.

This segment of the Self-Study has attempted realistically and objectively to examine the past and present operation of the library as a way to serve the college in the future. We live with a visible reminder of this inextricable link between the past, the present and plans for the future of North Country Community College. Each day an old hospital laundry cart is trundled in with its daily load of mail, books, periodicals and newspapers. When we tend to become overly critical of the status quo, it also brings us a recollection of how far the library and the college have come in a short time.

Supporting Services

While the term "Supporting Services" has a demeaning connotation for those who fill the secretarial, custodial and other technical needs of the college, the college community has always valued the people in this group, not only for their dependability and efficiency but also for the affability that always seems to characterize this group. For this reason, we have included the supporting services staff in the self-study process, asking them for an objective self-evaluation and asking students, faculty and administrators to rate their services. We found the staff, for the most part, interested in their work and in the college. This, combined with a cooperative and cheerful disposition toward faculty, student and community, is a special asset since so many of our technical staff must deal with the general public. In a small college such as ours, the technical staff must be capable of a variety of work and flexible enough to take on additional responsibilities. At times these demands weaken efficiency. Frequent disruptions, unanticipated requests and numerous responsibilities, aggravated by a shortage of personnel, has led to some confusion on the part of the staff as to what they should be doing and to some criticism for apparently not doing what others expected them to

do. Faculty, students and administrators generally rate our supporting services staff highly. The supporting services staff made a number of recommendations in their Self-Study report that can overcome some problems. Improved methods of communication were at the root of many of these recommendations. Other suggestions would make better use of expendable material and of available personnel.

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PERSPECTIVE

As Alvin Toffler said in *Horizon* in the summer of 1965, "we have, as it were, no heritage of the future." However, just as the present has a point of origin with the past, much of the future of North Country Community College will be determined by factors that now exist and have existed for some time and, to the degree that we can influence the college's future, by our understanding of its history. When the college was first conceived, the fundamental philosophy, policies and objectives were genetically those of natural selection. During its infancy the college depended upon these fundamental precepts. But now it has reached the stage in its evolution when it must examine what it has been and independently assert what it is to become in the future. The self-study process forced us to stop working toward the future long enough to review the past and present. Because of the extent of involvement demanded by the research that went into our institutional self-study, this work, more than any other activity, has led to an understanding of the elements that make up this college. One basic outcome of this study is that the entire college community has gained a perspective which can benefit the evolution of this college. Each of the preceding chapters contains criticism that reflects a candid attempt to analyze this college's effectiveness. Our perspective is not a self-serving one nor is it a complacent one. Having gained this kind of objective perspective has been the most beneficial aspect of our self-study, for it has prepared us to work toward a number of changes that can be advantageous to the future of this institution. If there is any singular negative motif, it has to do with a lack of material resources; if there is any one recurring strength, it has to do with humanistic qualities existing within the college community.

Our understanding of North Country Community College is enhanced by an awareness of the region in which it originated. As a community college, North Country is committed to serving regional needs. But our roots go beneath the sod tilled by man. In *The Last Landscape* (1968) William H. Whyte talks of deeper roots: "It is pointless to superimpose an abstract, man-made design on a region as though the canvas were blank. It isn't. Somebody has been there already. Thousands of years of rain and tides have lain down a design. Here is our form and order. It is inherent in the land itself - in the pattern of the soil, the slopes, the woods - above all, in the patterns of streams and rivers."

Where, then, are our roots? In the oldest mountains in the United States and among the oldest in the world. The mountains we see today look much the same as they would have appeared ten thousand years ago. The college recognizes that it is new to a region that is unaccustomed to change. We must live with this resistance to change as part of our inheritance. This resistance was first evident in the immediate community which has subsequently accepted the college and has come to tolerate the influx of new ideas and life styles which accompanied the introduction of a college. We still have to work to overcome the resistance of many constituents who could benefit by the educational opportunities a community college offers. And we still have to overcome the reluctance of some influential people who oppose a building program for the college. The Adirondack peaks are only the stubs of mountains that were. "Part of them are of the bedrock on which the continent is built."* It is

*White, William Chapman. *Adirondack Country* (New York: Alfred A. Knopf) 1970. All subsequent references to Adirondack history in the text are credited to this source.

difficult to grow new roots on the hard rock of conviction and folkway, but once those roots are established, they too will stand up to time.

And perhaps, too, at the college's inception, we did not fully understand the region which we were to serve. If we are to take root in this region, we must understand our constituents and their needs. We then must adapt our resources to these needs, no matter how radical a departure from our original growth this necessitates. Here again a historical perspective is valuable. The people of this area are wary of outsiders because for generations those who came to the Adirondacks were exploiters: First the land speculators who came during the Colonial Period, later the timber barons who stripped the land before letting it revert to the state for taxes, and their kin, the earth gougers, who sought iron and later uranium. Then the Gilded Years brought the summer vacationer who bought immense tracts of land and rented its people. Finally, a 1905 Winton sputtered into the Adirondacks, bringing with it the transient who only rented the land for a night or a week and used its people by the hour. For the Adirondacker, life is a precarious affair. There are few occupations to choose from in this area. "Like other rural regions, it is losing its young poeple to better jobs and better opportunities in the cities. They go regretfully, with one foot always in the woods.... Those who farm do not have it easy. The growing season is short" and the fields, for the most part, rocky and none too fertile. The village businessmen and the people who run tourist facilities live by the seasons, and their harvest season, too, is short. The exploiters found that the Adirondacks were not a land of plenty and left. The man who loved the Adirondacks made the same discovery and stayed. He found in the aura of the stolid mountains, the lakes placid, the seasonal fascination of the woods a rarefied quality that transcended the adversity he also found. "In the Adirondack country the woods, miles of them, are the people's. For some they are a living. For others they are recreation. For all they are a way of life; that may not lead to riches for most of them, but they would not have it otherwise." Thus, the Adirondacker is one endeared to the permanence of nature and skeptical of the dreams promised by those who want to change his way of life. He is one taught perseverance by the wilderness which has endured the vagaries of man but also one whose livelihood is continually threatened. Jobs and industries abound where greenbacks, not green trees are abundant. The stock reply of one old Adirondack guide to a question about the hunting and fishing in the Adirondacks applies in general to the Adirondack native's world view. "It was, 'It's okey if you take along a Bible and read Hebrews 11:1.' A curious visitor looked up the verse...: 'Now faith is the substance of things hoped for, the evidence of things not seen.' " For the Adirondack native, the college is new and, therefore, suspect. Another intrusion on his way of life that promises to improve upon it while at the same time further taxing his economic stability.

"The emergence of consciousness is the birth of life from the heart of matter," says French philosopher Teilhard de Chardin in *The Phenomenon of Man*. "It is also the direction of all evolutionary processes...." An awareness of Adirondack history makes those of us at the college conscious of local attitudes toward change. If the college is to be accepted for those opportunities that are of genuine value, then we must convince our constituents of their value. Furthermore, we must examine our objectives and the forms they take in terms of educational programs to make them conform to the somewhat unique needs of the region. Finally, the dollar is as scarce a commodity as

education a luxury to the Adirondack people. We have to trim our expectations in terms of facilities and programs to conform to the limited financial resources of the region. The college will most likely remain a small institution attempting to serve diverse needs for a small, scattered population with little money. This is the perspective a view of the past gives to our college.

And the self-study process made the college community realize the need for change. Already, we have seen changes as a result of our criticism. On a pragmatic level this has meant changes in personnel, job descriptions, and organizational charts. Various sectors of the college have come to realize the need for more comprehensive recording of policies, procedures and other matters that define the college. Paralleling this change is our realization that we must be more systematic in filing what is written. Both of these changes relate to a third one: more efficient dissemination of minutes and other information that affect changes in the college. These improvements are prerequisite to periodical institutional evaluation and long-range planning, two other needs which our self-study made us realize. Another facet of communication which we are now attempting to improve upon has to do with the structure by which the college community participates in the operation of the college. The President has articulated his philosophy of governance and has accepted as his prime responsibility the design and implementation of the college's objectives; the College-Wide-Forum has been created to give everyone a voice in essential matters of the college; committees and divisions have been reorganized; and all members of the college, from students to faculty to trustees are seeking better channels of communication with one another. Many entities within the college have come to value procedures which begin with a statement of objectives and end with a valid form of evaluative measurement. Along the same line, the college is developing more forms of institutional research, including community surveys and follow-up studies on our graduates. In all, we have become acutely conscious of many shortcomings and we are seeking methodical procedures which can continue to identify the conditions existing at any time in the life of the college.

During the self-study, the professional staff of the college also identified the unique qualities emphasized by this college. In the table that follows are the major characteristics identified by the professional staff. Under the appropriate heading to the right is the percentage of students who agreed with each statement.

QUALITIES	PERCENT RESPONDING "AGREE" AA & AS Degree Grads	AAS and Cert Grads	Drop Outs
The classes are small to provide maximum attention to each student.	86	68	90
Courses are staffed with professors who are hired for their teaching ability rather than their interest in research.	53	90	50
The professors are willing to give students individual attention and provide time for conferences.	70	65	80
The professors seem genuinely concerned with their students' progress.	60	87	63

QUALITIES (cont'd)	PERCENT RESPONDING "AGREE" AA & AS Degree Grads	AAS and Cert Grads	Drop Outs
The professors are personable and friendly with students outside of class.	83	65	90
The staff freely participates in student social activities.	63	71	73
The staff, in general, is sensitive to the needs of the students and can communicate with them.	63	56	86
All students have an adequate opportunity to participate in student government.	63	68	83
NCCC incorporates the Adirondack environment as much as possible in student activity programming.	60	65	73
Student service personnel are readily available to help with social, academic, financial and personal problems.	60	65	90
The counselors are sympathetic, helpful, and available to student requests.	53	65	66
Academic advisors readily assist students with their academic programs.	56	65	70
The smallness of NCCC contributes to a friendly, informal environment.	90	81	93
The location of the college provides for student interaction with the community.	47	53	63
Under our revised grading system, a student who does not successfully complete a course receives an NC (No Credit) rather than a grade symbol that affects a student's grade point average.	63	65	76

The preceding chapters have alluded to the strengths and weaknesses identified in the self-study process. This process has given us a perspective on the present state of the college. Whereas we have been making some changes that our evaluation showed to be necessary, we could not hope to nor would we want to make all of the necessary changes at this stage in the Self-Study. Paul Anderson waggishly posed our present attitude, "I have yet to see any problem, however complicated, which, when you looked at it the right way, did not become still more complicated." We are not looking for immediate solutions to problems which hold no immediate threat to the welfare of the college and its constituents. Instead, we are attempting to cautiously dissect the issues identified in our

self-study. Late last spring task forces representing the entire college read the Steering Committee reports and identified the issues which necessitate action. Next fall the task force reports will be collated to synthesize issues; new groups will be formed to deliberate upon the issues and offer recommendations that meet our future as well as our present needs.

In the case of North Country Community College the self-study process led to self-recognition. It infused the entire college community with a desire to work toward an enduring role of significant contribution to the community and to higher education.

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